MULTITRACES

MULTIDISCIPLINARY TRAINING IN CIRCULAR ECONOMY AND SMART
VALORISATION OF THE RURAL AREA FOR NEW BUSINESS MODELS

Management and leadership – knowledge and personal skills for a successful application of circular economy in rural area

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What's in for me?

At the end of the course you will know how to:

- ✓ act like a good manager and an inspirational leader;
- ✓ motivate your team members to follow you in your plans;
- ✓ be a good communicator;
- ✓ become a good mentor for others;
- ✓ have skills of negotiation and mediation of conflicts;
- ✓ develop your emotional intelligence
- ✓ have a better time management

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1. INSTEAD OF INTRODUCTION: WHY ANOTHER COURSE ON PERSONAL DEVELOPMENT

Instead of introduction: why another course on personal development (and what does it make this one special)? Are specific skills required?

A brief answer must contain information about the specificity of this course: it is dedicated to enhancing the qualities that a person who wants to be involved in a rural business in the context of the circular economy should have. Hence, the stated intention of this course is to provide answers to the following main question in fact: what are your personal skills for an entrepreneurial career in the rural area within the framework of circular economy and how these skills can be acquired and developed?

Course goals

Along with improving understanding of social and economics environmental topics, the goals of this course include improvements in critical thinking skills and entrepreneurship and learning how to properly integrate acquired knowledge of theoretical economics in solutions to practical problems. The topics approached will correspond to the profile of an entrepreneur applying the principles of circular economy in a rural activities which means harmonizing views on increasing profit with environmental protection assets and investing in higher resource usage.

Target group

Students who want to perform in a circular economy based business field, mainly within rural zones.

Learning strategy

To tackle the answers for the above mentioned question we will adopt a step by step strategy: we provide and discuss some theoretical aspects, not excessive technical but systematized and clear enough to empower students with knowledge, followed immediately by (usually short) training sessions. This strategy aims both to facilitate interactivity and feedback and to contribute to a good understanding and fixation of the contents. Everything in a relaxing and challenging manner. Debating subjects in teams will be encouraged also. Group activities boost creativity, confidence, train analytical and problem solving skills. These new abilities will support students in becoming the change-makers of tomorrow. We assume that this module will have a good impact on the young people, will increase self-confidence and self-esteem, ability to cope with difficult situations, decision-making.

Evaluation

At the end of the course we will have a brief interview with each participant, followed by a Microsoft Teams group quiz, and the final mark will be an average of these two activities.

Credits

The course has no transferable credits, but a certificate of graduation will be provided. We hope that the whole journey will be worth the effort.

Timespan

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All activities will summarize 16 hours.

In this chapter we'll start by emphasizing the course framework. We'll focus briefly on the concept of circular economy and, since its benefits are well known, we'll highlight its issues which are less known. Without being negativistic, we hope that through this approach we will contribute to a clearer image of the topic.

Brief reminder. What circular economy stands for?

According to Csaba Fogarassy [1] "The circular economic model is basically an industrial/service system, which substitutes for the "end-of-life" concept by offering the option of reconstruction, assisting the usage of renewable energy resources, and aims to get rid of waste by the primary planning of materials, products and systems - and most of all, business models."

Some key concepts on circular economy include models and solutions, branches, principles, priority levels for circular solutions (like Reduce, Reuse, Repair, Refurbish, Remanufacture etc), and related notions like business solutions or technological solutions.

90% REFUSE
80% REDUCE
70% RE-USE
60% REPAIR
50% REFURBISH
40% REMANUFACTURE
30% RE-PURPOSE
20% RECYCLE
10% RECOVER
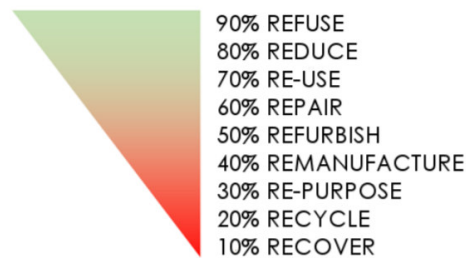
Fig. 1. Priority levels of circulation [2]

The popularity and belief in the success of circular economy are unlike any other in the politics of the European Union. A wide spectrum of activities were dedicated by the EU to impose and reinforce the circular economy concept, ranging from rising people's education and awareness about circular economy principles to effectively implementation of new policies. Many countries around the world have adopted or are still in the process of adopting different actions, policies, and programs at national or regional level aiming to a higher stadium of circularity in their economies. The benefits of circular economy are well known: if possible - no waste, it reduces the use of non-renewable resources, lowers carbon emissions, provides benefits both for companies and for consumers etc.

Despite EU motivation and efforts some issues of the domain have to be discussed. Knowing shortcomings is equally important for students because they have the opportunity to make the difference in future by adopting the right decisions. One major problem consists in the fact that even the field of circular economy is at an immature stage. It is not clear if it advocates "de-growth" or "less" or maintaining economic growth by closing loops. Another issue arises from educational area: there are not enough formators with sufficient in-depth knowledge in the field to provide the quality of teaching needed and the timescales to provide the number of experienced staff needed are very long [3]. Moreover, the focus is currently on engineering, technology, science and business but for success this needs to be matched with policy and society which is still not the case. The business schools are slow adopters, hence, circular economy is not valued as a "serious business thing" [3]. Too many see circular economy as a "greening", add on activity, not a systemic change. The need for multidisciplinary working is clear but different disciplines do not speak the same language. Materials is often separated from energy actors and across the materials value chain actors are not in agreement. Within the topic is a certain level of "tensions" which made that teachers and learners

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can become confused, e.g. concepts of finance and growth; the positions of sustainability and circular economy; time scales - short versus long; politics versus business; "tech will fix it" versus "government will fix it" etc. [3].

Note. Here is a point where we can discuss more. Can you identify based or your own experience a circular economy benefit or a drawback? It could be a good/bad practice example. Please argue your response.

Moving forward towards course scope, personal skills. The increasing importance of the circular economy will have a significant impact on the shape of jobs and competencies. Which skills are the most suitable? How can we empower ourselves to be a successful person in this promising field? It is clear that a good professional or entrepreneur must have a good knowledge of the domain, but without the right of the so called "soft skills" the chance of success is low. Circular mindsets and skills must be addressed since young age, as circular economy needs new kinds of skills, actions and operations. Skills like repairing and maintaining will become critical in the future. From an entrepreneurial perspective, the nature of employment within a circular economy is diverse, and skill demands reflect this diversity. In the Circular Jobs& Skills Amsterdam report [4] six circular skills were identified, starting from basic skills to the more complex, technical skills as it is presented in Table 1.

Table 1. Circular skills, according to [4]

Basic skills	Developed capacities that facilitate learning or rapid acquisition of knowledge.
Complex Problem Solving Skills	Developed capacities used to solve new, poor-defined problems in complex, real-world settings
Resource Management skills	Developed capacities used to allocate resources efficiently
Social skills	Developed capacities used to work with people to achieve goals
Systems skills	Developed capacities used to understand, monitor, and improve sociotechnical systems
Technical skills	Developed capacities used to design, set-up, operate, and correct malfunctions which involves working with machines or technological systems

The relatively new and complex domain of circular economy, in which abroad and transdisciplinary vision is needed requires particularly the power of persuasion, motivation, harmonization of opinions conflict management negotiation abilities etc. of the coordinators of such activities. Such qualities are more necessary in the case of the rural economy where things are treated in a traditional manner and there is a certain resistance to change. Only technical knowledge without being accompanied by the qualities of a leader can lead to failure a promising business. The following chapters aim to empower students with the necessary information, qualities and principles that, by a constant practice and determination can be assimilated, to finally provide students with a successful career. Two features will be analyzed and combined: management skills as background for administrative behaviors and leadership skills. Since these two features alone form a good entrepreneur, by endowing him with the skills of a manager, other added topics will contribute to

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build a more successful profile: leadership, managing and motivating people, coaching, emotional intelligence, negotiation, time management, organizing activities - just to mention some of them which will be discussed. The course aims to close the curriculum of full time student training for entrepreneurship: theoretical competencies, interpersonal skills, and practical skills.

We will start by documenting the concept of leadership.

2. LEADERSHIP: A KEY FACTOR IN HUMAN RESOURCES MANAGEMENT

2.1. What is Leadership?

According to Carpenter [5] *leadership* may be define as "the act of influencing others to work toward a goal". As you may observe the definition doesn't contain the syntagma "work willingly". From this perspective, the formal position of authority that a leader may have can make it possible for him to impose his will in some way. This characterizes a type of leader named the *formal leader*. In contrast, there are *informal leaders* who do not hold a position of authority but could influence a group due to personal forms of persuasive power they have. Remember that leaders do not rely on the use of any kind of force to influence others. People willingly adopt leader's goal as their own goal. A leader who is relying on punishment is in fact a dictator, not a leader. What characterizes people who are perceived as leaders compared to those who are not perceived as leaders? What qualities do the former have and how can be trained? Knowing and training this traits are important since a leader is around the world perceived as the person responsible for success or failure of their company or team.

Judge T.A. et al. [5] pointed out that the following characteristics are in a good correlation with leadership: intelligence, self-esteem, and integrity.

"Intelligence is a positive but modest predictor of leadership. People with a higher IQ are more likely to be perceived as leaders especially if they have also a high level of emotional intelligence. That means people who understand others emotions and can control their own emotions, have empathy, and motivation. Nevertheless, a leader must have a high level of self-esteem since leaders emerge from persons who generally have an overall positive assessment of their self-worth and capabilities" [6]. A leader with a high level of self-esteem not only support his subordinates better, but also punish more effectively [7]. Researches show that real leaders tend to prove honesty and integrity as key moral qualities. Losing one of these qualities compromises leadership. Finally, leadership can be viewed as the behaviors involved in exerting influence to determine others to follow goals.

2.2. Leader *vs.* Manager/Supervisor

Landy and Conte [8] consider that at a general level, the leadership could be classified according to the following three situations:

Attempted leadership – after a leader accepts the goal of changing a follower, he can be observed attempting to do so.

Successful leadership – "appears when a follower changes his or her behavior as a direct response to the leader's effort.

Effective leadership - As a function of follower's behavioral change resulting from leader's efforts, the follower will be more satisfied, resulting in both leader and follower feeling satisfied and effective." [8]

Obviously, effective leadership is the most desirable situation, in which all the actors win: the leader, the follower and also the organization. For a clearer image of the concept let's consider some situations within a circular economy distribution business. A supervisor tries unsuccessfully

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to determine his distribution team for a better delivery time schedule. The leadership was attempted. In the same time another supervisor may impose a better delivery time schedule to his distribution team by some types of penalties. Three people leave the team. The leadership was successful but not effective because some distributors quit the team. In a third situation, a supervisor might take his or her distribution team off-site for a discussion of obstacles to a more efficient time schedule, agree to changes in transport times, and praise distributors in subsequent period for their better delivery capacity. In this case, the leadership was effective and the supervisor act like a leader.

Both "manager" and "supervisor" are job titles. That involves performing job-specific tasks. In these positions they describe *what* is to be done. The manager seeks to bring order and consistency to work; the leader seeks change. Leadership deals with *how* these duties are performed respecting the members of the working group. The role of supervisor or manager couldn't be completely separated from a leader's role. "What makes the job of manager or role of leader different from many other work "behaviors" is the fact that supervisors must depend on subordinates and leaders must depend on followers to execute their plans" [8].

Keep in mind that the context of leadership is also important. Different people can be effective in different situations. Placing the right people in the right situation or changing the situation is important to increase a leader's effectiveness.

2.3. Skills and Qualities of an Effective Leader

We'll start from the concept named Big Five Personality Traits. The researchers who studied the amount of English words which describe personality (around 15000 words) conclude that they fall in five categories namely: openness, conscientiousness, extraversion, agreeableness, and neuroticism.

Openness means the capacity of being curious, original, creative, and open minded to new ideas.

Conscientiousness is related to being organized, systematic, punctual, achievement oriented, and dependable.

Extraversion describes a person being sociable, talkative and is a trait related to leadership. Extraverts are sociable and energetic people who enjoy interacting with others and prove self-confidence making them suitable to emerge as leaders in a variety of situations.

Agreeableness is about being tolerable, kind, trusting, and warm.

Neuroticism means being anxious, irritable, moody, temperamental.

Remember the first chapter we discuss about self-esteem, intelligence, and integrity. Adding extraversion, open to experience and conscientious complete the profile of a good leader. Research shows that conscientious people and also extraverts are more likely to be leaders. Not all effective leaders are extraverts, but is more likely to find extraverts in leadership positions.

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Fig. 2. Traits associated with leadership [2]

In the following, we will focus on some skills which, according to contemporary approaches to leadership is believed to be related to a healthy work environment. "Thereby, charismatic, servant, and authentic leadership skills should be developed.

    a.   How to develop your charismatic leadership skills.

Charismatic individuals have a magnetic personality that attract followers. Despite the fact many people consider that charisma is native, it is possible to improve your charisma by following these directions: build or have a vision around which people can gather. When you have requests or you address to others, instead of outlining short-term goals, focus on the importance of the wider, long-term vision. When sending a message, think about the general purpose. What is the ultimate goal? Why should people care? What are you trying to achieve? Bound the vision to history and to present time. In addition to emphasize the ideal future, charismatic leaders stress how the shared history ties to the future. Watch your body language. Charismatic leaders are energetic, and truly believing in their own ideas. Talking straight, looking self-possessed, confident in expressing your ideas. Train and mentor your employees, help them have confidence in themselves."[5]. Rethink radically the solutions to current problems changing the way things are done and suggest alternatives that are novel, unconventional, and even risky.

    b.   Strengthen your servant leadership skills

Leaders putting others first follow one of the most influential leadership paradigm. Think of what you can do for your employees instead of thinking on what they can do for you. So, put yourself at the service of your coworkers to relieve their stress and ease their lives in a creative manner. Most important, help employees to reach their goals, be open with them, humble, give them opportunities to volunteer in community projects.

    c.   Emphasize your authentic leadership skills

Understanding of your own core values is the key factor to an authentic leadership style. To achieve this stage, you should address a set of questions and reflect on the answers. Critically evaluate your history by making a review of your life and think about your role models, describe your personality and perform a SWOT analysis of yourself (SWOT: strengths, weaknesses, opportunities, and threats).

2.4.   Organizing effective teams: the role of the leader

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Good organizing means performance. Well-designed teams do capitalize positive events, and facing negative ones. Team effectiveness can be boosted by several organizational strategies.

a. Establishing team norms and contracts

Team member differences has to be carefully assessed and provide clear definitions for roles, expectancy, measurement, and rewards. The norms regulate the ways in which the activity is carried out within the team. It can relate to both the organizational culture and the work environment. The norms contribute to a good coordination of the team. A team contract is developed around agreements on established ground rules, goals, and roles. Teams which respect such contracts are more efficient. For example everyone's role has to be known. Who sets the agenda? who runs the meetings? who assigns tasks? etc. As a team leader you should establish roles on different levels of organizational work fronts: decision making, communication, performance. Pay attention that the roles had to be as equal as possible distributed accordingly to each one competencies and skills.

b. Team meetings

The role of meetings is to facilitate information sharing and decision making. To run effective meetings a good practice is to think at them sequential in time. That means certain things should be done before, during and after the meeting.

Before the meeting, a leader should think first of all if the meeting is needed. Organize a meeting only if the information transmitted requires all the team and is essential for future steps. If the meeting is related to decisions that should be taken, be sure that the problems are complex and important for the future to require a meeting. After the decision to have a meeting is taken, create and distribute an agenda to inform about the discussion's subjects. Send reminders before the meeting.

During the meeting. The meeting should start on time (as well as end on time), to show respect to people time, and not to encourage those who are late. Follow the agenda not only to help others to keep track of where the point where the discussion has reached is, but to assure a full participation and engagement of all members. Distribute roles and set time intervals for the following steps while maintain a "balance of participation" in meetings.

After the meeting. Be sure that you have follow up on action items generated in the meeting. Right before the closing time sometime is better to summarize and to conclude the discussions.

Training sessions

✓ SELF-ASSESSMENT: Assessing Your Leadership Style (adapted from [9])

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Instructions

Bellow you have a list of leadership acts. Circle the appropriate behavior (always (A); frequently (F); occasionally (O); seldom (S); or never (N)) situated before each affirmation. Supposing you're a leader of a work group, circle the option which reflects better your possible behavior:

A F O S N 1. I will be the group spokesperson. A F O S N 2. Overtime work will be encouraged. -/- I'll adapt members should have complete freedom in their work.-/- 4. The standardization of procedu will be encouraged.-/- 5. Members will have permission to solve their own problems. -/- 6. Stress be ahead of competing groups.-/- 7. Speak as a representative of the group. -/- 8. Push members for grea effort. -/- 9. Try out ideas in the group. -/- 10. Let the members' work the way they think best. -/- Work hard for a personal promotion. -/- 12. Tolerate postponement and uncertainty. -/-13. Speak for group when visitors are present. -/-14. Keep the work moving at a rapid pace. -/-15. Turn members lo on a job. -/- 16. Settle down conflicts in the group. -/- 17. Focus on work details. -/- 18. Represent group at outside meetings. -/- 19. Avoid giving the members too much freedom. -/- 20. Decide w should be done and how it should be done. -/- 21. Push for Increased production is the key, so I push -/-22. I'll give some members authority to act. -/-23. I consider things will turn out as predicted. -/- Initiatives of the group are allowed to be takenen. -/-25. Members are assigned to particular tasks. -/- Always Willing to make changes is ubiquitous. -/-27. I'll ask team members to work harder. -/-28. trust in members' good judgment. -/-29. I'll schedule the work to be done. -/-30. I'll refuse to expl my actions. -/-31. Persuade others that my ideas are best. -/-32. I'll let the group to set its own pace. 33. I'll determine the group to beat its previous record. -/-34. Consulting the group is not necessary. 35. Members should follow standard rules.

T _____ P _____

Scoring

1. Circle items 8, 12, 17, 18, 19, 30, 34 and 35.
2. Write the number 1 in front of a *circled item number* if you responded S (seldom) or N (never) to t item.
3. Write a number 1 in front of *item numbers not circled* if you responded A (always) or F (frequentl
4. Circle the number 1's which you have written in front of items 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 30, 32, 34, and 35.
5. *Count the circled number 1's.* This is your score for leadership *concern for people.* Record the score in the blank following the letter P at the end of the questionnaire.
6. *Count the uncircled number 1's.* This is your score for leadership *concern for task.* Record this number in the blank following the letter T.

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✓ SELF-ASSESSMENT: "TT" Leadership Style (adapted from [14])

Instructions

For each question, complete the statement by choosing one of the three options: A, B or C. Please answer according to how you would behave in reality, rather than how you think you should behave. At the end, read the guidance that follows.

1. If there is serious conflict within my team:
   A. I remind everyone that we have targets to fulfill.
   B. I organize a meeting with all, to solve the problem.
   C. I let them work by themselves explaining that they don't have to bother one another.
2. I trust my team members:
   A. Very much. B. A fair amount. C. Not at all.
3. Some of my people are highly skilled and motivated. They:
   A. Can be set free to do their magic.
   B. Often hold creative planning sessions with me.
   C. Are subject to the same workplace organization.
4. The best way for me to ensure that my team meets its goals is to:
   A. Lead them.

   B. Encourage participation from everyone.
   C. Delegate often.
1. We have an eight-hour deadline for a project that I think requires 16 hours, so I:
   A. Relay the deadline and let everyone get on with it. They know what they're doing.
   B. Ask my team members what they feel is the fastest way to complete it.
   C. Issue instructions and deadlines to each team member.
2. Poor performance should be:
   A. Punished, so that it doesn't happen again.
   B. Talked through with the individual, so that we can learn.
   C. Left. It will work itself out.
3. I need to develop and apply a new social media strategy, so I:
   A. Draw up the strategy myself and then sell it to the team.
   B. Tell my team what the challenge is and ask for suggestions on how to meet it.
   C. Hand over the project to my team members and ask them to come back with a plan.
4. I like to:
   A. Leave the decisions to my team.
   B. Make a decision after my team has had input.
   C. Make a decision after I have told the team my reasons.
5. I have a novice in my team, so I:
   A. Let him discover the best way of working.
   B. Invite them into team collaborative meetings.
   C. Sit with them until they understand the processes and the quality that I expect.
6. I think that great leaders:
   A. Know best. That's why they're leaders.
   B. Are humble and understand that a team works best collectively.
   C. Give their team members plenty of space to let them get on.
7. When asked whether I like to serve my team, I:
   A. Am not sure. B. Say yes, wholeheartedly. C. Frown.
8. I notice that a member of my team is demotivated, so I:
   A. Closely manage each of their tasks to ensure that they are following procedures

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correctly.
B. Make an extra effort to ensure that they are involved in team discussions.
C. Back off, as they probably needs some space.

Score
Each answer, A, B, and C will receive a score according to the matrix bellow.

A	B	C
1	2	3
3	2	1
3	2	1
1	2	3
1	2	3
1	2	3
1	2	3
3	2	1
3	2	1
1	2	3
3	2	1
1	2	3

Interpretation

12-20	You usually have an authoritarian or autocratic leadership style. You rarely consult your team members and, instead, tend to tell them what you want, when you want it, and how you want it done. This style works well in a crisis, when a task must be completed quickly. You'll likely demotivate, demoralize, and aggravate people if you use it all the time.
21-27	You rather have a democratic or participative style of leadership. You involve your team members in the process of taking decisions, even you have the final say. This style can build trust between you and staff, as they'll likely feel engaged and valued. Not great in a high-pressure situation that requires fast reaction.
28-36	You give your team members free hand in how they work. Your default leadership style is most likely delegating or "laissez faire". Works fine when your people are highly skilled and motivated, and when you're working with business partners who you trust. But if have unexperienced or untrustworthy team members, this could trigger big problems.

✓ IMPROVING YOUR SKILLS: Steps to Creating and Maintaining a Cohesive Team

There are several steps you can take as a manager to help build a cohesive team. For example, you can work to:
• Align the group with the greater organization. Establish common objectives in which members can get involved.
• Let members have choices in setting their own goals. Include them in decision making at the organizational level.

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• Define clear roles. Demonstrate how each person's contribution furthers the group goal—everyone is responsible for a special piece of the puzzle.

• Situate group members in proximity to one another. This builds familiarity.

• Give frequent praise, both to individuals and to the group, and encourage them to praise each other. This builds individual self-confidence, reaffirms positive behavior, and creates an overall positive atmosphere.

• Treat all members with dignity and respect. This demonstrates that there are no favorites and everyone is valued.

• Celebrate differences. This highlights each individual's contribution while also making diversity a norm.

• Establish common rituals. Thursday morning coffee, monthly potlucks—these reaffirm group identity and create shared experiences.

✓ CASE STUDY: Leadership and Participation in Decision Making ([9])

Procedure

1. For the follwing ten situations, decide which of the three styles you would use. Place the letter A, P, or L on the line before each numbered input.

A—authority; make the decision alone without additional inputs.

P—consultative; make the decision based on group inputs.

L—group; allow the group to which you belong to make the decision.

Decision Situations

_____ 1. "You have developed a new work procedure that will increase productivity. Your boss likes the idea and wants you to try it within a few weeks. You view your employees as fairly capable and believe that they will be receptive to the change.

_____ 2. The industry of your product has new competition. Your organization's revenues have been dropping. You have been told to lay off three of your ten employees in 2 weeks. You have been the supervisor for over 1 year. Normally, your employees are very capable.

_____ 3. Your department has been facing a problem for several months. Many solutions have been tried and failed. You finally thought of a solution, but you are not sure of the possible consequences of the change required or the acceptance of the highly capable employees.

_____ 4. Flex time has become popular in your organization. Some departments let each employee start and end work whenever they choose. However, because of the cooperative effort of your employees, they must all work the same 8 hours. You are not sure of the level of interest in changing the hours. Your employees are a very capable group and like to make decisions.

_____ 5. The technology in your industry is changing faster than the members of your organization can keep up. Top management hired a consultant who has given the recommended decision. You have 2 weeks to make your decision. Your employees are capable, and they enjoy participating in the decision-making process.

_____ 6. Your boss called you on the telephone to tell you that someone has requested an order for your department's product with a very short delivery date. She asked that you call her back with the decision about taking the order in 15 minutes. Looking over the work schedule, you realize that it will be very difficult to deliver the order on time. Your employees will have to push hard to make it. They are cooperative, capable, and enjoy being involved in decision making.

_____ 7. A change has been handed down from top management. How you implement it is your decision. The change takes effect in one month. It will personally affect everyone in your

department. The acceptance of the department members is critical to the success of the change. Your employees are usually not too interested in being involved in making decisions.

_____ 8. You believe that productivity in your department could be increased. You have thought of some ways that may work, but you're not sure of them. Your employees are very experienced; almost all of them have been in the department longer than you have.

_____ 9. Top management has decided to make a change that will affect all of your employees. You know that they will be upset because it will cause them hardship.
One or two may even quit. The change goes into effect in 30 days. Your employees are very capable.

_____ 10. A customer has offered you a contract for your product with a quick delivery date. The offer is open for 2 days. Meeting the contract deadline would require employees to work nights and weekends for 6 weeks. You cannot require them to work overtime. Filling this profitable contract ould help get you the raise you want and feel you deserve. However, if you take the contract and don't deliver on time it will hurt your chances of getting a big raise. Your employees are very capable."

2. Form groups as indicated your instructor. Share and compare your choices for each decision situation. Reconcile any differences and be prepared to defend your decision preferences in general class discussion.

3. MANAGING AND MOTIVATING PEOPLE IN THE WORKPLACE

3.1. What Does Management Mean?

Management is the organizational function that ensures the efficient development of activities and aims to achieve the maximum level of results through the optimal use of resources. The management could be viewed: functional- an activity, action or process or institutional - a body of people who direct any enterprise, institution or interest with predominant abilities for organizational or management actions. A general definition describes management as the manner of treating, directing, carrying on, or using rationally, for a purpose; the management supposes administration, control, guidance etc. Being a manager is a challenge that carries specific performance responsibilities.

3.2. The Meaning and Importance of Motivation in the Workplace

Managers' role is to coordinate other people to get their tasks in timely, best-quality, and personally satisfying ways. In the new workplace, this is obtained more through "helping" and "supporting" so than by traditional methods like "directing" and "controlling." The institutional status of the manager is actually linked in the new workplace to roles described by job titles like "coordinator," "coach," or "team leader."
Motivation refers to forces within an individual that account for the level, direction, and persistence of effort expended at work. Motivation at work is a set of energetic forces that originate both in the individual himself and beyond the individual nature, to initiate work-related behavior, determine its form, direction, intensity and duration. There are two important aspects of these definitions. First of all, motivation is defined as an energetic force which means that it determines the employees to act. Second, this force has implications for the shape, direction, intensity, and duration of the behavior. This explains why employees are motivated to perform the task, how much they will work and when they will stop. From this second perspective motivation is a key element, essential in determining organizational performance. Motivation conducts people to work better leading to high

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work productivity rates. A number of motivating factors related to the content of the work are: accomplishing a job well done, recognizing accomplishments, work itself as an object of work, responsibility, promotion or advancement. These factors are associated with job satisfaction and tend to cause feelings of personal development.

3.3. Managing People Through Motivation and Job Satisfaction

A manager must increase his preoccupations in terms of motivating and increasing the job satisfaction of his employees, in order to determine them to improve their own activity, to obtain finally high performances. The effectiveness and efficiency of the use of material, financial and informational resources depend to a decisive extent on human resources.

Currently, managers establish durable connections between an individual's motivation and emotional performance; they create conditions so that the personal goals of employees and the organization can be monitored.

Staff motivation plays an important role in stimulating initiative, effort and success.

Achieving effective motivation by managers involves, as demonstrated by the experience and performance of many companies in developed countries, compliance with a set of requirements:

Employing and using people who appreciate the results provided by the company;

Determining the elements that people want and offering them as rewards;

Providing employees permanently with interesting tasks, which "defy" their personal capacities, encouraging self-improvement, creativity, by using methods such as: rotation of positions, expanding the content of positions, enriching positions, etc.

Customization of motivations: type, size, and method of granting according to the characteristics of employees, even reaching for personalization;

Providing motivations, especially economic ones, gradually to save resources and provide long-term motivational and professional perspectives to employees, based on reasonable expectations.

Communicating employees, very explicitly, the tasks, the level of achievements and the expected performances;

Hiring employees in the positions that suit them, so that they like what they do, thus obtaining their self-compensation;

The combined use of economic and moral-spiritual rewards;

Informing employees about the rewards and sanctions provided by the results actually obtained;

Granting economic and moral-spiritual rewards at different times as needed;

Applying economic and moral-spiritual motivations immediately after the completion of scheduled work processes;

Minimizing staff sanctions;

Offering employees all the time what rewards they want and still expect;

The motivations given to the employees should be perceived by them as appropriate.

The examination of these requirements denotes their comprehensive scope, starting from the selection of staff, as well as from the treatment of motivational processes in their dynamics. In other words, the need to prevent the moral wear and tear of motivations must be taken into account.

Motivational techniques

Listen and respond technique
This technique involves, by one hand, an active listening by the manager of the messages sent by the interlocutor, followed by the other hand of a clear and precise feedback, so as to produce an effective communication, subordinated to the accomplishment of the established tasks and the

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anticipated objectives.
During its use, managers must follow the following rules:
- to listen to the interlocutor until he finishes what he wants to communicate;
- not to show negative attitudes towards the interlocutor before or during the communication process;
- to refrain from making value judgments prematurely, until he perceives the whole message and possibly requests additional information;
- not to formulate an answer before the sender has finished sending the message;
- when the interlocutor has exhausted its communication, to request explanations on the unclear or incomplete aspects;
- finally, to formulate and send to the interlocutor an answer because it is expected;

The technique of verbal motivational feedback or recognition of merits

The manager reacts in an explicit way through prompt assessments - positive or negative - to a subordinate after he has completed a task, a goal or completed a period of activity.
In this way, the employee knows what the manager's expectations were towards his work and his performances and how they are appreciated, so that in the future he will be able to improve his activity and improve his results.

Management by objectives (MBO)

Represents a detailed, systematic, continuous managerial program, aiming to facilitate, to establish objectives, to achieve them, and for personal development of the employees.
The entire organization goals are developed by senior management and then disseminated down into the organization through the MBO process. In this way the organizational objectives are translated into specific behavioral objectives for the individuals within the organization.
To be successful, the MBO must take into account a lot of responsibilities, time and participation.

Money

Depending on the nature of the work, various wage schemes can be used to increase performance.
In the case of directly productive positions, where remuneration is binded by performance, certain salary incentive programs are used.
The prototype of all these programs is payment per piece. Workers are paid a certain amount of money for each unit of product they make. More common than payment per piece is the use of a system in which workers are paid a basic hourly wage, to which is added the payment of a difference proportional to the number of pieces they made.
Attempts to link performance pay to intellectual work are often called merit-based payment schemes. Periodically, managers are required to assess the work of subordinates using an evaluation scheme. After using these assessments, managers recommend that a payment to be made on merit, i.e. above or below the base salary of the assessed subordinate.
Individuals who see a strong link between rewards and activity tend to have better activity. In addition, those performing intellectual activities are particularly supportive of the idea that performance should be an important determinant of salary.
It seems that many of these systems currently in use are ineffective as many individuals who work under such plans do not perceive the connection between job performance and their pay. In most organizations, seniority, the number of subordinates and the hierarchical level of the position condition the salary level more than the performance.
The expected effect of these merit-based pay schemes is not achieved when managers are unable or

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unwilling to distinguish between those with good activity and those with poor activity.

Employee performance appraisals can be difficult, subjective, and can have a number of perceptual errors. Some companies have replaced conventional merit pay with a one-time bonus. It is granted as a single payment, not included in the basic salary.

Alternative work schedules

Employees are required to work a certain number of hours each day and to declare the work performed on each working day. The hours they come and go are flexible, but employees must be present at certain essential hours.

By setting the arrival and departure times that suit them best in terms of various issues (transportation, childcare, etc.), employees find the flexible work schedule very suitable for meeting their very diverse needs. Once employees can solve certain personal problems during the conventional work schedule, absenteeism will be reduced and work motivation will increase.

In addition to these techniques, there are of course other ways to motivate employees, regarding: physical working conditions, creating the necessary framework for the development of autonomous dynamism, social bounds, communication, personal freedom, etc.

3.4. The Role of Positive Emotions and Well-Being

Brief and Weiss [10] defined moods as "generalized feeling states not ... identified with a particular stimulus and not sufficiently intense to interrupt ongoing thought processes"; alternatively, emotions "are normally associated with specific events or occurrences and are intense enough to disrupt thought processes". Moods are usually described as positive or negative, whereas emotions are described more specifically (e.g., anger, fear, joy etc). Last year's psychological studies conclude that moods and emotions are associated with work behaviors, performance judgments, problem solving, and renounce behaviors such as absenteeism and withdrawal. Moods may influence some behaviors (e.g., turnover) and emotions other behaviors (e.g., creative thinking).

There is a strong scientific evidence that employees who reported experiencing emotions that are more positive had higher job satisfaction and greater commitment to their companies. They also reported less burnout and fewer intentions to quit their jobs. Cultivating positive emotions has direct benefits, like increased creativity or indirect benefits like releasing employees stress or better interpersonal relationships. As a result, corporates started to appeal to wellness programs that enhance positivity in the workplace aiming to produce desired positive outcomes to improve overall employee well-being and productivity.

3.5. Entrepreneurship: An Effective Strategy for Motivating People

Recent research emphasized that traits like need for autonomy, need for achievement, self-efficacy, stress tolerance, proactive style are the basic constituents for entrepreneurial activity and success. Main personality characteristic underlying entrepreneurial behavior is entrepreneurial orientation. People who are involved in entrepreneurship are automatically motivated. The same goes vice versa: teaching entrepreneurship is an effective strategy for motivating people, especially young people. Assuming that the need for success is an intrinsic motivation early notions of entrepreneurship could start from the idea of success. As stated before, successful entrepreneurs are strongly achievement oriented, and like to be in control rather than being controlled. They remain optimistic even they experienced failure. Perseverance, strength of character, organization which contribute to success are strongly related to motivation. Entrepreneurship stimulates creativity, innovation, initiative, calculated risk-taking, independent thinking and opportunity identification, as

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well as leadership qualities; it involves a range of competencies and abilities that can be learned and applied to any organizational context (you can be an entrepreneur including as an employee). These activities must also be analyzed in order to learn from mistakes and can be continuously improved. Entrepreneurship is an activity that involves several actors and not just the entrepreneur. He does not act in isolation, but must identify collaborators, motivate them and coordinate them to achieve his own vision of the business he has initiated;

Training sessions

✓ SELF-ASSESSMENT: Managerial Assumptions

Instructions
Rate yourself on the following personal characteristics.
Use this scale.
1. *Resistance to stress:* The ability to do your tasks under stressful conditions.
2. *Tolerance for uncertainty:* The ability to fulfill your tasks under ambiguous and uncertain conditions.
3. *Social objectivity:* The ability to act free of any kind of prejudices or biases regarding racial, ethnic, gender, etc.
4. *Inner work standards:* The ability to set and work to high-performance standards.
5. *Stamina:* The ability to keep working for many hours
6. *Adaptability:* The ability to adapt to changes.
7. *Self-confidence:* The ability to accept and trust yourself.
8. *Self-objectivity:* The ability to evaluate own strengths.
9. *Introspection:* The ability to learn from experience, awareness, and self-study.
10. *Entrepreneurship:* The ability to address problems and take advantage of opportunities
S = Strong, I am very confident with this one.
G = Good, but I could still improve something.
W = Weak, I really need work on this one.
? = Unsure, I just don't know.
Scoring
Give yourself 1 point for each S, and 1/2 point for each G. No points for W and ? responses. Total your points and enter the result here [PMF = _____].
Interpretation
This assessment offers a self-described *profile of your management foundations* (PMF). Are you a perfect 10, or is your PMF score something less than that? Ask someone who knows you to assess you on this evaluation. You may be surprised at the differences between your PMF score as self-described and your PMF score as described by someone else. The truth is most of us must work hard to develop permanently in these management foundations. This 10 pts list is a good start, if you

consider how to further pursue the development of your managerial skills and competencies. The list is recommended by the American Assembly of Collegiate Schools of Business as skills and personal features that should be cultivated in students of business administration.

✓ IMPROVING YOUR SKILLS: Guidelines for Giving Feedback in a Performance Appraisal Meeting

You are in a managerial position and organize a performance appraisal meeting. Take a look again on 2.4 b). *Before the meeting*, ask the person to complete a self-appraisal. This assures that employees become active participants in the process and are heard. Complete the performance

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appraisal form and argue your rating by several examples. Your review should cover the entire time since the last review. *During the meeting*, be sure to recognize performance through praise. As a manager your job is to help the person solve his performance problems. Give employees opportunities to talk. Argue on what else should be done in this phase. (offer help, ask them about what? how to conclude?). Continue to give the employee frequent feedback *after the meeting*.

✓ EXERCISE: My Best Manager

Procedure
1. Write a list of the attributes you identify on best manager you ever worked for. If you don't work for one, then make a list of attributes you would like the manager in your next job to have.
2. Share your list within a group of four to five persons.
3. Create one list that combines all the unique attributes of the "best" managers represented in your group. List each attribute of the "best" managers in your group and make another list. Be sure that all attributes were listed. Place a check mark next to the attributes that were reported by at least two members. Choose one team mate to present the list in general class discussion.
4. After Step 3 is finished for all groups, spokespersons should report to the whole class. The instructor will make a running list of the "best" manager attributes as viewed by the class.
5. Discuss the results. Does your list agree with your class list?

✓ EXERCISE: What Factors Are Most Important to Your Job Satisfaction

Because no job is perfect we have to make some compromises. For example some job can pay well but has limited opportunities to build a career. Another job can offer work we enjoy but poor benefits. The following list contains 15 job attributes: 1.independence and autonomy, 2. career development opportunities, 3. job security, 4. relationship with co-workers, 5. job- specific training, 6. pay, 7. the variety of work, 8. career advancement opportunities, 9. program flexibility, 10. networking, 11. feeling safe at work, 12. corporate culture, 13. the work itself, 14. recognition of job performance, 15. other benefits
Procedure: similar with the one from previous exercise.
1. Write a numbered (1-15) list in which you ranked attributes from the most important to the least important
2. Share your list within a group of three to four persons.
3. Create one list with the best 5 job features within your group. Choose one team mate to present the list in the general class discussion.
4. After Step 3 is finished for all groups, spokespersons should report to the whole class. The instructor will make a final list of the "best" 5 job attributes as viewed by the class.
5. Discuss the results. Does your list agree with your group/class list?

4. COMMUNICATION IN ORGANIZATIONS

4.1. Understanding Communication

Communication is the process of transmitting through a *communication channel* a message that has a meaning. The information is transmitted from a *source* to a *destination* and the information is encoded in a certain format to the source to be decoded at the destination. The process is not necessarily reciprocal. The source of information is a person or group that tries to communicate with a recipient in order to change his behavior, knowledge, and attitude. Communication can be affected by *noise* - any interference that disrupts or distorts the message. For example, a supervisor

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can send a message to a team requesting less time for a specific task and explaining why and how this problem can be achieved. Some people are better at using certain channels over others, and some messages are better handled by specific channels. From this perspective is important if in the previous example, the message is transmitted face to face, or by email. Understanding a received message, decoding it, depends on the receiver's experience, knowledge and his or her relationship with the sender. Finally, the message can be understood differently by the recipient than what was intended to be transmitted by the sender. From the sender's perspective, the feedback he will give proves what he understood. This involves an assessment of what another person has said. In order to avoid unpleasant situations in which the answers are misinterpreted, the feedback have to be *constructive*. That means it must be direct and in the spirit of mutual trust, specific, not general, clear and limited to how much the sender can receive in a message. Moreover the feedback has to be accurate and focused on what the sender can control [5]. Keep in mind that poor communication can also lead to lawsuits.

✓ EXERCISE. Take a look again on section 3.5 - Improving your skills: Guidelines for Giving Feedback ... Imagine a constructive feedback regarding the results of the appraisal in which both the praise and the criticism, must be well communicated.

4.2. Essentials of Interpersonal Communication

Dealing with a large amount of information is characteristic to current organizations. Although the level of "high-tech" is growing every year at a fast pace, communication is still done by people. In order for them to be able to contribute optimally to the activities of the companies in which they work, they must excel in interpersonal communication.

There are two important issues in communication: the first is related to effectiveness being directly influenced by the accuracy of communication and the second is related to the cost of communication - the efficiency problem. Thus, *effective communication* occurs when the intended meaning equals the perceived meaning. The communication is *efficient* when the cost of communication resources is low. For example, teaching individuals one of the time, even if it is possible (and effective), is extremely costly then teaching to a whole class. Opposite, an e-mail send to staff with recent changes in firm's policies, is efficient but may lack in a proper feedback and understanding from employees.

Nonverbal communication. Nonverbal communication represents the act of speaking without using words but through facial expressions, body position, eye contact, and other physical gestures. Nonverbal communication is important to understand and master as it can be a good indicator on what someone is really thinking or meaning.

Active listening. Active listening is a concept which derives from the work of counselors and therapists, who are trained to help people express themselves. It represents the ability to determine the sender to say what he or she really means. You have to make a conscious effort to hear and understand the complete message being spoken and to remember most of it in the future. Effective listeners make let others know that they have been heard, and encourage them to share their thoughts and feelings freely. You should provide a feedback either verbal on nonverbal to encourage others to express. Short smiles, maintaining eye contact with the speaker, adequate posture, avoiding distraction, giving positive reinforcement, questioning or clarification are the assets of a good active listener.

4.3. Formal and Informal Communication Channels

Formal communication channels follow the official chain of command while informal communication channels don't. Formal communication channels are deliberately created by establishing a formal system of responsibilities that respects the hierarchical structure of the

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organization. The formal directions of communication respect with faithfulness the relations established in the organization, the communication taking place in general, on three main directions: from top to bottom, from bottom to top, horizontally. Formal communication networks are described by organizational chart, a document that represents the functional organization of activities and the nature of the relations of subordination and coordination between departments and persons. The conduct of formal written or oral communication is governed by a series of implicit and explicit rules on content (what kind of information is transmitted), responsibility (who emits and who controls and signs - in the case of written messages), form (oral/written, structuring of the message, the addressing formulas, etc.), the moment (occasions, deadlines) and the destination of the messages (to whom they are addressed). Communication can be one-way, easier and faster, or two-ways, slower, requiring patience, time, communication skills, but leading to better decisions and wider acceptance by performers.

Informal communication generally takes place through spontaneously created channels. They occur and exist uncontrollably, are constantly changing and operate at all levels. Usually informal communication channels run in parallel with formal communication channels, especially if the latter are inefficient or if the information that reaches this path is poor. Formal and informal communication networks sometimes interfere, when the informal ones can block the flow of information in the formal network, or may distort it depending on the relationships and interests of those involved. Conversely, they can make it more flexible and improve formal communication. The structure of informal communication networks is random, horizontal and vertical, personal contacts short-circuit the formal network, their operation is based on non-permanent, bi- and multi-directional communication. The most common forms of informal organizational communication are rumors, secret warning signs, and satirical written materials.

4.4. Importance of Effective Communication in Building High-Performance Teams

The key to effective communication is to match the communication channel with the goal of the communication. "Communication is the most critical factor for establishing cohesive teams. Clear and honest communication between the team members and the management is the key for the survival of a high-performance team. Effective communication boosts the productivity and helps in building a favorable organizational environment, a healthy work place. Selection of the communication channel is very important for High-Performance teams as a critical way to determine focusing on what is supposed to be communicated. Around 50% to 70% of team leaders' time is dedicated on deciding the communication framework and methodologies for disseminating the information. Communication generally should be interactive to determine each team member to share ideas, to give recommendations or feedback, and lending new perspectives on various issues. Every member of the team should have access to the same information irrespective of team hierarchy" [11].

Strengthening communication amongst the members of the high-performance teams can be achieved by the following steps:
1.   Improving Self-Awareness: to better communicate, each member should with priority to develop self-awareness regarding his style of communication.
2.   Developing an Acceptance for the personality differences and other's style of communication. Improved acceptability and cohesion amongst the team members leads to better achievement of goals and forms a performance-oriented culture.
3.   Regular Team Meetings for Information, Dissemination and Communication: regularly team meetings for dissemination of vital information and gathering feedback is the backbone of a high performance team. In such gatherings, the team members have the opportunity to raise the matters of concern or relevance before the entire team.
▪   "Energy, Engagement and Exploration: Energy, engagement and exploration are the three

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most important metrics which distinguish a successful team from an unsuccessful team. Energy level is considered high in the team, if the members are more prone to direct communication then by communicate using technology (e.g. emails or phone). Engagement is directly proportional with energy and describes the level of interaction amongst the team members and their contribution in the discussion. High engagement results in better team outcomes. Exploration can be described by how effectively the team members communicate with the outsiders.

The following recommendations help to create and maintain a high-performance team:

▪ Maintaining short, clear and simple conversations, practicing active communication and listening skills in the team.

▪ Determining members to seek to connect with each other mostly directly instead of connecting by technology or through the team leader

▪ Encouraging members to indulge in various channels of conversation with the team, then periodically take a break, gather relevant information from the outside environment and bring it to the team.

▪ All the differences are solved amicably

▪ Creating scope for new opportunities.

4. Setting up a work environment oriented towards collaborative and effective communication amongst the team members." [11]

Training sessions

✓ IMPROVING YOUR SKILLS: Developing Your Personal Communication Skills

Tips for improving communication skills (and own image):

1. Focus on the meaning of what you want to communicate and how you say it.

2. Improve your listening habits (multitasking when listening is counterproductive, be attentive to verbal and non-verbal communication, if you're confused ask questions; it is nothing wrong and could help clarifying a subject, try to listen with an open mind, not only for what you want to hear)

3. Pay attention to your public image (change your email into a professional one. Mail like crazymonkey or lazyboy give recruiters a certain impression; be aware on your Facebook, Twitter etc profile; if there is something you wouldn't share at work, probably its place isn't there; Google yourself and change what can be changed, if inappropriate: most recruiters start by checking you on web).

4. Treat people equally: don't patronize people and try to communicate on equal basis with others.

5. Attempt to solve conflicts. Effective communicators are also good mediators and negotiators. (see chapter 6 and 7 for details).

6. Maintain a positive attitude and smile. Adapt your nonverbal communication to the meeting context.

7. Using humor. A good sense of humor will help break the ice and ease your group integration.

✓ EXERCISE: Active Listening

Procedure [9]

1. Review active listening skills as described in the course.

2. Make groups of three. Each group will have a listener, a talker, and an observer (if one or two students remain unassigned to a group, they will play an observer role, and each of them will be added to one or two groups, depending on case).

3. The "talkers" should talk about any subject at their wish, only *if* they are being actively listened to, otherwise they should stop speaking.

4. The "listeners" should practice as many active listening skills and behaviors they want to be sure the talker maintain to talk. Listeners should not have any other contribution to the communication.

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5. The "observer" should note the behaviors and skills used by the listener and the effects they seemed to have.

6. By rotation each student will play every role.

7. The instructor will lead a discussion focused on what behaviors (could be from a previously posted list) have been present, which have been absent, and how the communication has been affected by the listener's actions of what the observers saw and what happened with the talkers and listeners.

✓ CASE STUDY: The Poorly Informed Walrus

Read the fable ([9], p. 296) and respond to the next two review questions:

1. Which barriers to communication do you manage to identify in this fable?

2. For someone who is serious about career in the new workspace, what communication "lessons" does this fable offer? See also the next case study.

✓ CASE STUDY: Barriers in Organizational Communication

We will discuss on barriers in organizational communication by examples. Each example may be or may became a case study.

Absence of feedback. One way forms of communication are easy for sender and efficient: memos, emails, voice mails etc., but often frustrating for the receiver may be left unclear about the meaning of the message or what needs to be done.

Cultural differences. Caution is needed with cross-cultural communication. While in some cultures some gestures or words are acceptable in others may be not. For example the "OK" gesture in North America means things are going well, in France means a person is somehow worthless, and in Japan it refers to money. Also, selling Ford "Ka" variant in Japan was a challenge since Ka in Japanese means mosquito, which is a pest.

Mixed messages. Mixed messages occur when a person's words communicate one thing while "body language" communicate the opposite, or other thing. A person who agrees on a subject while his facial expression denotes the opposite or taps with the fingers on table indicating stress or impatience transmits a mixed message. Mixed messages are important to spot since nonverbals can add important insight to the subject.

Physical distractions. The effectiveness of a communication attempt can be distort by different physical distractions. Read and discuss on the following example of dialog between an employee, George and his manager (Schermerhorn, Hunt and Osborn, [5]):

"*Okay, George, let's hear your problem (phone rings, boss picks it up, promises to deliver the report, "just as soon as I can get it done"). Uh, now, where were we—oh, you're having a problem with marketing. They (the manager's secretary brings in some papers that need immediate signatures; he scribbles his name and the secretary leaves)...you say they're not cooperative? I tell you what, George, why don't you (phone rings again, lunch partner drops by)...uh, take a stab at handling it yourself. I've got to go now.*"

5. IMPROVING PEOPLE'S SKILLS AND WORK PRODUCTIVITY THROUGH COACHING AND MENTORING

5.1. Coaching *vs.* Mentoring: The Key Differences and Benefits

Coaching is the process by which a person (coachee) wants to change and follow a certain direction,

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and this process of change is facilitated by another person (coach) who provides support and clarity to achieve the goal proposed by the coachee.

"To be successful, a coach requires knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place." (Eric Parsloe, 1999).

Mentoring is the process by which a less experienced person develops (mentee), helped and guided by another person (mentor) with more experience and a greater baggage of knowledge specific to the field in which the two operate. The terms Coaching and Mentoring are certainly two of the most common subjects in specialized publications or on the blogs of personalities who act in the field of organizational development and human resources.

Table 2 presents the differences between coaching and mentoring related to profile (coach vs mentor), needs addressed in both situations, approach style, and impact/results

Table 2. Coaching vs mentoring ([13])

Coach	Mentor
Profile	
A person whose expertise is related to the ways you come to generate solutions and change certain cognitive-behavioral elements, and who is not necessary specialized in the field of activity of the coachee to help him and to have results.	A person specialized in a certain field or in a certain area of business/technique who has - in addition to theoretical knowledge - extensive experience in testing and applying his knowledge, and is eager to share this experience with the mentee.
Needs addressed	
Coaching addresses the various needs for intrinsic change (on "soft" behavior and / or skills), and this desire and motivation for change comes from the coachee. It helps to create a solution-oriented way of thinking, adapted to various specific situations and increases the degree of personal adaptability. The needs can be elements related to the personal or professional sphere, and the direction is decided by the coachee. The coach only facilitate and guide the process of change, not to provide concrete solutions.	A mentoring program is suitable for people at the beginning of the road, who do not have much experience or practical knowledge, but only a baggage of theoretical knowledge and the desire to do and grow in that field. From a professional point of view these people are in new positions and need a model and guidance to be able to adapt and learn faster than standard. A mentoring program is also suitable in situations where there are certain skills transferable only through experimentation, and for reasons of efficiency (time-money, etc.) there is no period of accommodation.
Approach style	
The coaching process aimed at helping the coachee to find himself the answers to some personal or professional challenges. The coach role is to provide a model through this result can be achieved, a model created based on the personality of the coachee. The process duration varies depending on the level at which the coachee wants to produce the change; it takes longer to form a relationship of trust between the parties involved.	The process itself is focused on the transfer of experience from mentor to mentee. Even so, it is not a purely transactional relationship. The work is based on past examples and situations of the mentor and the present of the mentee. Certain lessons are extracted and new ways of operating and solving are created. It can be a longer process and requires a relationship based on common interests of both sides and on recognition of the mentor's experience and the potential of the mentee.
Impact/results	

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Facilitates sustainable change and generates increased commitment from the coachee for the process. Unlike mentoring, is more difficult to correlate coaching impact with direct results in performance or productivity, coaching is rather responsible for creating the right context and the right mindset to produce change and ultimately the desired results.	It creates performance while avoiding some of the costs generated by the lack of experience of the mentee. Delivers higher value in a shorter amount of time. Develop more effectively job-related technical skills that otherwise take too long to be learned through practice and individual experimentation.

To conclude, both methods for facilitating personal development are very useful and quite often used, even becoming a common practice in many companies The challenge is to be able to tell the difference between them and know what you need, because there are many people who claim to do "coaching", but it looks more like an amateur form of mentoring or a hybrid process.

It is important to understand the different skills and nuances of the two approaches and to base our choice on the need for development and the desired outcome. Usually, mentoring helps to develop skills and transfer experience, while coaching it is rather seen as a process used to change deeply ingrained behaviors that cannot be changed and it would not be healthy to be changed by over-procedural or other restrictive measures.

5.2. Skills and Qualities of a Good Coach

Top 11 skills and qualities of a good coach are:

1. Positive attitude

The results you believe in your life depend on the mindset you have and the specific actions you take. A specialist who works with people to help them achieve their goals is essential to first develop a positive and constructive attitude within him. Don't have to be perfect or have reached extraordinary peaks of success to be a very good coach.

2. Good listener

A coach develops his listening skills and practices them in the coaching school in each session. All people need to be deeply understood and listened to. When a man is listened to, he finds within himself the resources necessary to clarify what he really wants.

3. Don't judge

A coach will not judge people for their desires, dreams or fears and insecurities they feel. The coach works with people every day and listens to various life stories. He is accustomed to hearing things that might seem out of the ordinary to other people. The coach is paid to support people in achieving their goals. This is his role. Your success is also his success.

4. Pay attention to detail

A good coach is very attentive to the details with which clients come in session. It often happens that the client cannot see the real cause of the problem or does not see the extraordinary resources at his disposal. The coach is there to mirror you to support people.

5. Likes challenges

Challenges are part of a coach's life because no one can move to the next level without overcoming their own limits. Accepting challenge means accept to grow.

6. Good observer

The ability to observe details is part of a person's ability to work with people. Whether you are a coach, manager, HR specialist, teacher, wife or mother, you need a spirit of observation. Working with people involves paying attention to details, to people's needs, people you need to be a good observer to notice even possible energy changes from them and to help them notice what is important to themselves.

7. Communicate clearly and precisely

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A coach must have a very good command of verbal skills, to expresses himself clearly and concisely, and asks questions to his client.

8. Builds deep relationships

Relational skills are among the most valuable skills a person can have. The ability to create deep relationships is what helps you build everything you want. Everything you do, you do in interaction with other people.

9. Honesty

A good coach will always tell you the truth and will not even let you lie to yourself. Honesty is a quality of the coach that will bring you closer to your inner truth.

10. Dedicated and accountable

Coaching is not an ordinary job. Coaching is a profession in which is working with people's souls, with their minds, with the biggest dreams and challenges they have.

11. Attestation

Attestation of a coach/mentor proves that the person has the write background, but personal skills and experience could differ and can make the difference between a good and a not so good coach/mentor.

5.3. Core Mentoring Skills

A key responsibility of the mentor is to be able to set up an environment in which the mentee is encouraged to speak freely, without fear of judgement. This in part relates to establishing ground rules, but also relates to some factors in building rapport with your mentee such as:

a. Location of discussions: if possible a private, neutral space, where is no distractions (TV, phone, email and other teammates)

b. Time: it should be enough time for the discussion to avoid the mentee feeling any kind of pressure. A mentoring session should not be interrupted.

c. Mentor: a perfect listener, positive body language, empathetic, open, helpful and willing to share own experiences.

d. Agenda and goals for discussions: the mentor supports the mentee in exploring their ideas but the agenda/goals should be driven by the mentee. The mentor should avoid being directive or guiding the mentee to a particular conclusion or solution.

d. Separate mentorship from other work processes: To ensure the mentee feel confident in speaking freely, mentoring "environment" should be kept distinct and separate from other departmental processes. Information learned in mentoring discussions should not be used to inform other work situations and processes.

e. Active listening. As a mentor, a proactive, ideally active listening is a must. The mentor has to pay close attention to the message and especially to non-verbal communication to be able to offer a constructive feedback.

Training sessions

✓ SELF-ASSESSMENT: Take a Look at Yourself – Life Areas Assessment

Personal reflection – Using the life areas assessment tool. This tool is simple yet valuable because it can be used to identify areas of improvement or to monitor change. The goal is to ensure you will achieve a best balance. Using this tool will be a good starting point to self-evaluation. Note that most people have imbalances, some may neglect their health or family, some are working too much etc. You should relax and take the steps you need because for most of us, there's always something we want to work on, gain or improve. Fill it at the first impulse, without too much analyzing.

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For the following categories rate how happy you are with each life area or issue, with 0 = deeply unhappy and 10 = extremely happy.

	0	1	2	3	4	5	6	7	8	9	10
Finances	☹	○	○	○	○	😐	○	○	○	○	☺
Career/job	☹	○	○	○	○	😐	○	○	○	○	☺
Mental health	☹	○	○	○	○	😐	○	○	○	○	☺
Physical health	☹	○	○	○	○	😐	○	○	○	○	☺
Friends	☹	○	○	○	○	😐	○	○	○	○	☺
Family	☹	○	○	○	○	😐	○	○	○	○	☺
Parenting	☹	○	○	○	○	😐	○	○	○	○	☺
Partner	☹	○	○	○	○	😐	○	○	○	○	☺
Personal dev.	☹	○	○	○	○	😐	○	○	○	○	☺
Fun, recreation	☹	○	○	○	○	😐	○	○	○	○	☺
Home	☹	○	○	○	○	😐	○	○	○	○	☺
Spirituality	☹	○	○	○	○	😐	○	○	○	○	☺

Fig. 3. Life areas assessment tool ([12])

You can use this tool within your team. Moreover, you can customize it to reflect different life areas which may be of interest in some context.

6. MEDIATING CONFLICTS BETWEEN PEOPLE IN THE WORKPLACE

6.1. Defining Workplace Conflict

Conflict can be defined as a disagreement or opposition of interests, ideas, personal choices or attitudes [9]. Conflict is a state of tension manifested when several parts of an organization interact to make a decision, achieve a goal, or solve a problem, but have different interests and expectations [15]. In any workplace or organization where people are working together and interact, conflict is a normal and natural occurrence. Unfortunately, workplace/organizational conflict tends to lower the work team morale, increase absenteeism and other counterproductive behaviors, and decrease individual productivity.
Conflicts arise whenever there are disagreements in a particular social situation on some important issues or when emotional antagonisms create friction between individuals or groups. Managers and team leaders can invest a lot of time in constructive conflict management, including those in which they are directly involved as key actors. In other situations, managers or team leaders can act as

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mediators, whose function is to solve conflicts between other people in the organization. In all cases, managers or team leaders need to feel comfortable in dealing with an interpersonal conflict. This includes the ability to recognize potentially conflicting situations and to address these situations in ways that best serve the needs of the organization and those of its employees [9].

Conflicts also arise when there is a change, because it may be seen as a threat to be challenged or resisted, or when is a frustration that may produce an aggressive reaction – fight rather than flight [16]. Conflict between individuals raises fewer problems than conflict between groups. Individuals can act independently and resolve their differences. Members of groups may have to accept the norms, goals and values of their group. The individual's loyalty will usually be to his or her own group if it is in conflict with others. Therefore, conflict is an inevitable result of progress and change and it can and should be used constructively.

6.2. Types of Conflict

Conflicts in the daily workplace take on at least two basic forms [9].
- ✓ *Substantive conflicts* are disagreements related to the duties to perform, to the means chosen for their performance and to the goals to be pursued, respectively. An argument with the boss over an action plan to follow, such as the marketing strategy of a new product, is an example of substantive conflict. When people work together every day, it is absolutely normal for different points of view to arise in a variety of work-related substantive issues. Over time, people come to have divergent views about the goals of the organization or group, about the allocation of resources, about the granting of rewards, about policies and procedures, and about the assignment of tasks. Successfully addressing such conflicts is a daily challenge for most managers.
- ✓ *Emotional conflicts* involve interpersonal difficulties that arise in connection with feelings of anger, distrust, dislike, fear, resentment, and the like. Emotional conflicts can exhaust human energies and distract employees from the most important activities. They may arise in a wide range of situations and are more common among coworkers, as well as between employees and their superior. The latter form of emotional conflict is perhaps the most annoying organizational conflict that an individual may experience. Unfortunately, the competitive pressure of the current business environment and, consequently, the emphasis on downsizing and restructuring have created more situations where the decisions of a "tough" boss may create emotional conflicts.

Depending on the level at which they may occur, conflicts are intrapersonal, interpersonal, between groups or between organizations.
- ✓ Certain conflicts that affect behavior in the organization involve the individual alone. These *intrapersonal conflicts* often involve real or imaginary pressure from incompatible goals or expectations, which can be categorized as follows: approach-approach conflict, which occurs when an individual must choose between two positive and equally attractive alternatives. Such an example would be when one has to choose between a substantial promotion within the organization or a much-desired new job with another company. Avoidance-avoidance conflict, when an individual has to choose between two negative and equally unattractive alternatives. An example might be when you are asked to accept a transfer to another city, to an undesirable location, or to terminate your contractual obligations with your employer or organization. The approach-avoidance conflict occurs when a person has to decide to do something that can have both positive and negative consequences. An example in this case is a better paid job which involves more work and puts a strain on the individual's personal time.
- ✓ *Interpersonal conflicts* occur between two or more individuals who are in opposition to each other. They may be substantive or emotional or both. Two people who have an aggressive

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controversy over the merits of hiring an applicant for a vacancy are an example of substantive interpersonal conflict. Two people in a constant disagreement over each other's work clothes is an example of emotional interpersonal conflict.

- ✓ *Inter-group conflicts* are quite common in organizations and can make it very difficult to coordinate and integrate work tasks. The classic example is the conflict between functional groups or organizational departments, such as marketing and manufacturing. The increasing use of multifunctional teams and workgroups is a way to minimize such conflicts and promote more creative and more efficient operations.
- ✓ *Inter-organizational conflicts* occur more in terms of competition and rivalry that characterize companies operating in the same markets. A classic example is the ongoing rivalry between American business and their world competitors. However, organizational conflict is so much more than just market competition. It may also take the form of disagreements between trade unions and employers, between governmental regulatory agencies and organizations under their supervision, between organizations and suppliers of raw materials.

Conflicts within an organization can be annoying both for the individuals directly involved and for the others who are affected by their occurrence. It may become very uncomfortable, for instance, to work in an office where two coworkers are constantly hostile to each other. Figure 3 summarizes the distinction between functional and dysfunctional conflicts.
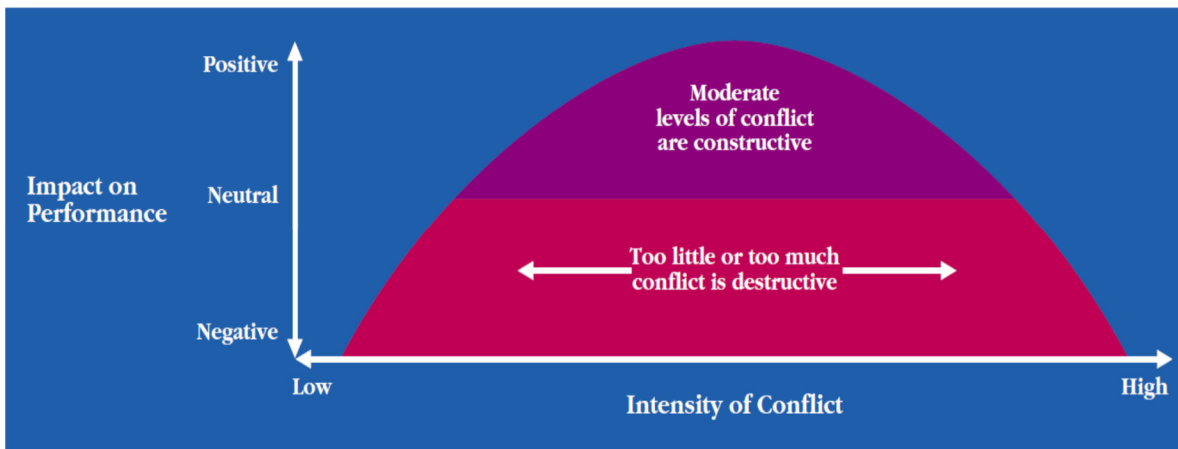

Figure 4. The two faces of conflict: disfunctional *vs.* functional [9]

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✓ *Functional (constructive) conflict* is beneficial for individuals, for the group or for the organization. On the positive side, the conflict may cause important issues to surface, which may be addressed and possibly solved. It may lead to a careful analysis before a decision is made and even to a possible reconsideration, which will ensure that the best solution is found. It may increase the amount of information used in decision making. And it may provide opportunities to show creativity, designed to improve the performance of the individual, the team or the entire organization. Indeed, an efficient manager is able to stimulate positive conflict in situations where the satisfaction offered by the state of affairs inhibits the occurrence of the necessary change and development.

✓ *Dysfunctional (destructive) conflict* acts to the detriment of the individual, of the group or of the organization. It diverts energies, affects group cohesion, promotes interpersonal hostility, and generally creates a negative environment for employees. This occurs, for example, when two employees are unable to work together due to interpersonal differences (a destructive emotional conflict) or when members of a particular committee fail to act because they cannot reach an agreement on the group's goals (a destructive substantive conflict). Destructive conflicts of this type may reduce work productivity and job satisfaction, contributing to absenteeism or resignation. Managers must be alert to destructive conflicts and swift in reacting to prevent or eliminate them, or at least to minimize the damages caused by them.

Conflicts are inevitable in organizations because they function by means of adjustments and compromises among competitive individuals/teams in their organizational structure and/or membership. These elements produce two other kinds of conflicts [9, 16]: a) *horizontal conflicts* between persons, functions, departments or groups at the same hierarchical level; these disputes commonly involve goal incompatibilities, resource scarcity, or interpersonal factors; b) *vertical conflicts* between different levels in the organizational hierarchy; it commonly involves supervisor-subordinate disagreements over resources, goals, deadlines, or performance results.

6.3. Causes of Conflict

Some of the causes of conflict can be summarized as follows [17]:
✓ lack of effective communication;
✓ basic human needs – air, water, food, survival, etc.; when these vital factors are insufficient, conflicts arise;
✓ different values shared by individuals; people belong to different cultures and share different beliefs; thus, they may relate differently to the same reality or may relate identically to different values, which may trigger conflicts;
✓ different perceptions; the fact that people see a certain thing differently;
✓ different interests that determine people to have different preoccupations; this may cause conflicts in the family, between coworkers or friends, as each of them considers another activity important;
✓ limited resources (including financial ones);
✓ basic psychological needs (for example: love, autonomy, freedom, happiness, self-respect, etc.); when these needs cannot be met, tension and frustration occur that may materialize in conflicts with others;
✓ exaggerated competition and aggressiveness;
✓ different academic or work performance defining criteria;
✓ area defining ambiguity in terms of authority and competence.

Role conflicts are quite common in work environments and they arise when the communication of expectations related to the performance of duties proves inadequate or annoying [9]. This often involves unclear communication on work expectations, excessive demands in the form of excessive

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workload, insufficient expectations in the form of assigning insufficient tasks, and incompatibilities generated by expectations from different sources.

Workflow interdependencies are also sources of conflict. Open arguments and disagreements may burst among individuals or teams who are asked to work together to meet challenging goals. When interdependence is high (i.e., when a person or group has to rely on contributions to perform tasks assigned by one or several different people), conflicts often arise. This may happen, for example, in a fast-food restaurant, when the staff serving the food has to wait too long for it to be delivered by the chefs. Conflicts may also escalate when individuals or groups lack adequate objectives and guidance on how to perform tasks. It is possible for a conflict to arise when individuals or groups are placed in ambiguous situations, in which it is difficult for them to understand who is responsible for what.

Lack of resources, whether real or imaginary, may lead to destructive competition [9]. When resources are limited, work relations will also suffer. This is particularly true for organizations facing staff reductions or financial difficulties. As cuts occur, various individuals or groups try to position themselves in such a way as to gain or retain maximum shares of the declining resource reserve. It is very likely that they try to oppose the redistribution of resources, or use countermeasures designed to prevent the redistribution of their own resources to others.

Power/value asymmetries in work relations can generate conflicts [9]. They occur when interdependent persons or groups differ substantially from one another in status and influence or in value. A conflict resulting from asymmetry is prone to occur, for instance, when a person with limited powers requests the help of a person with increased powers who does not react to the request; when people with completely different values are forced to work together to perform a task; or when a person of higher rank is forced by circumstances to interact or maybe even depend on someone of lower rank.

6.4. Conflict Management Approaches

A conflict may be dealt with in various ways. Successful conflict settlement starts with good understanding of its causes and with the determination of conflict stages. Most conflicts develop in stages (Figure 4). Managers should admit that some previously unresolved conflicts may be the cause of future conflicts of the same or similar kind. Rather than trying to deny the existence of a conflict or settle for a temporary solution, it is always better to deal with important conflicts so that they are completely resolved.

A history of conflict sets the conditions for conflicts. When antecedent conditions are at the roots of emotional or substantive differences between individuals or groups, the stage of perceived conflict occurs. This perception may obviously belong to any of the conflicting parties. It is important to distinguish between *perceived conflict* and *felt conflict*. When conflict is felt, it is experienced as tension that motivates an individual to act to reduce feelings of discomfort. In order for a conflict to be resolved, both sides need to perceive it as such and to feel the need to do something about it.

A state of *manifest conflict* can be resolved by eliminating or correcting its antecedent conditions. It can also be suppressed/repressed. In case of suppression, no change occurs in its antecedent conditions; in case of manifest conflict, behaviors are under control. For instance, one or both parties may choose to ignore the conflict in their daily interactions to each other.

Suppression/repression is a superficial and often temporary form of conflict resolution. As we have already noted, unresolved and suppressed conflicts fall into this category. Both can deepen and cause future conflicts over similar issues. However, in the short term, they may be the best thing for a manager to do until the antecedent conditions can be changed.
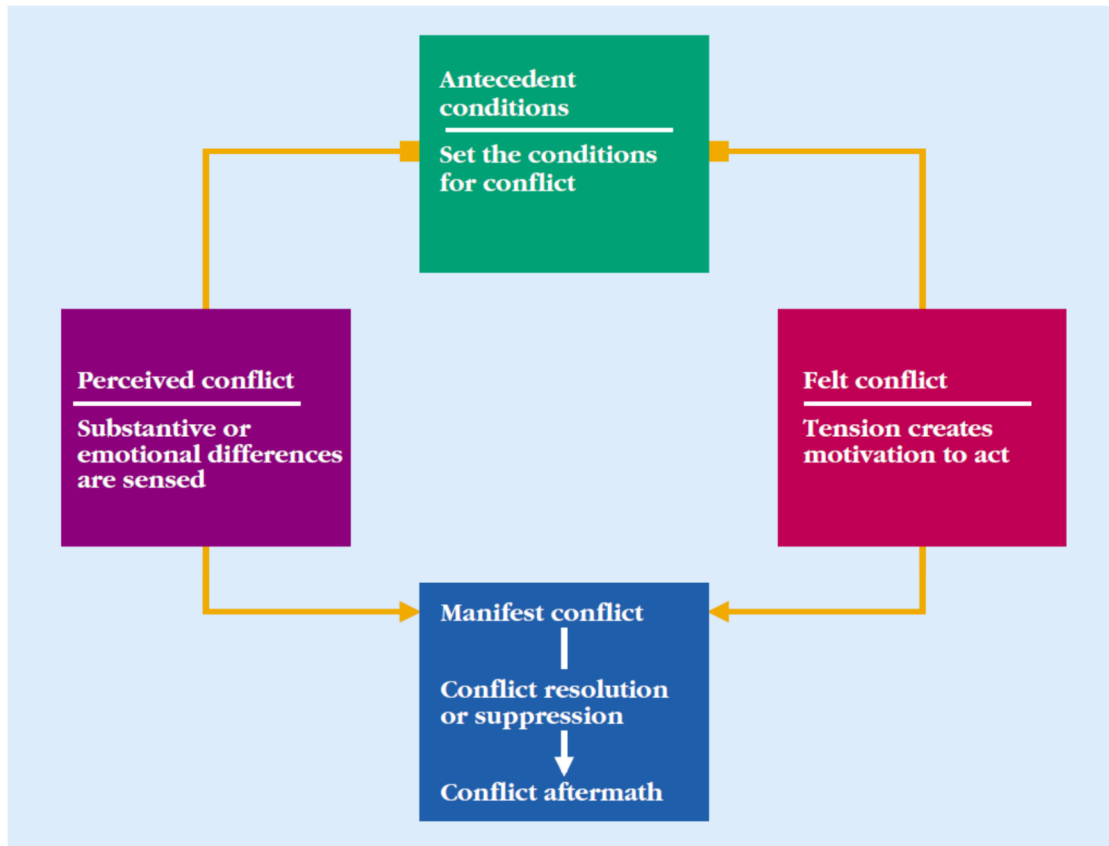
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Figure 5. The stages of conflict [9]

When conflict is overtly expressed in behavior, it is said to be manifest. Unresolved substantive conflicts may result in consistent emotional discomfort. They may escalate into a dysfunctional emotional conflict between individuals. On the other hand, truly resolved conflicts may reduce the possibility of future conflicts or facilitate their approach. Therefore, a manager should be sensitive to the influence that the consequences of a conflict have on future episodes of conflict.

Three basic assumptions about conflict resolution have been made [16]: a) conflict is inevitable – agreement is impossible; b) conflict is not inevitable – yet agreement is not possible; c) although there is conflict, agreement is possible. The third assumption is clearly the most helpful. Three approaches can be adopted if the parties involved in a conflict start from this assumption [16]:

- ✓ *Peaceful co-existence*. People are encouraged to work happily with one another. There is the maximum amount of information, contact and exchange of views, and people move freely between groups. This is a pleasant ideal but it may lead to smoothing over real differences an dis not practicable in all circumstances.
- ✓ *Compromise*. Splitting the differences by negotiation or bargaining is the appropriate approach to solve a conflict. This approach assumes that there is no right or best answer an dis essentially pessimistic, although it may be inevitable if the other two approaches are tried and do not work.
- ✓ *Problem solving*. That means a joint development of solutions to the problem and the sharing of responsability to see that the solutions work. This is clearly the best approach. It emphasizes the need to find a genuine solution to the problem, rather than simply accommodating different points of view. The approach based on active problem solving may involve some form of confrontation. A confrontation is most likely to be successful if: a) both parties have incentives to resolve the dispute; b) equal power is established between the two

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parties; c) adequate time is allowed for the 'differentiation' phase before moving into the 'integration' phase when the aim ist o identify common ground; d) conditions are created which favour openness; e) mutual understanding is increased through effective communication; f) stress and tension in the situation is, as far as possible, kept at a moderate level.

Figure 5 describes five direct approaches that can be used to manage conflicts in terms of their emphasis on cooperation and assertiveness in interpersonal relationships. When time and other resources allow it, working together to solve problems is preferable.
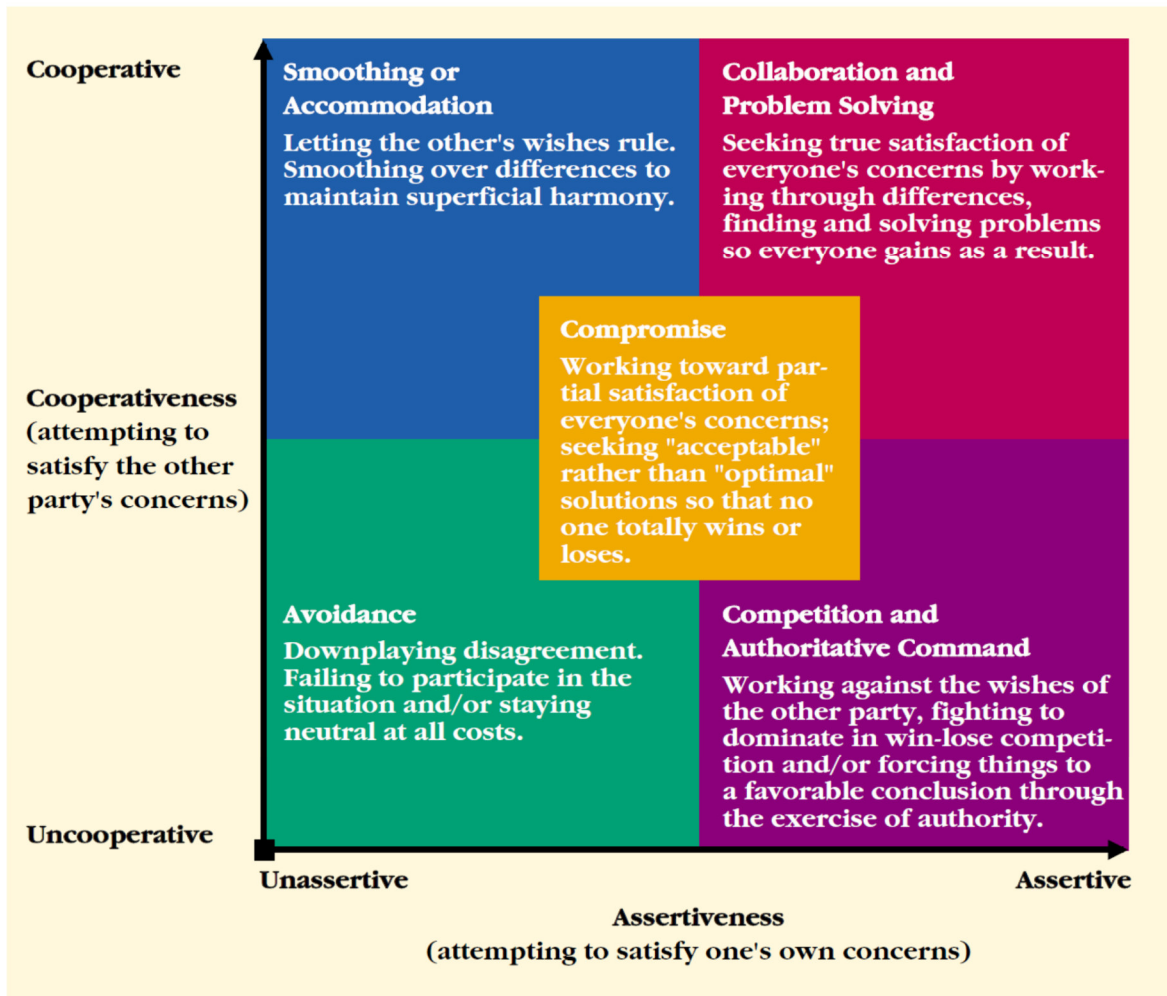
Figure 6. Ways to manage conflicts [9]

Organizational development consultants and researchers generally agree that true conflict resolution can only occur when the emotional and underlying, substantive causes of a conflict are identified and resolved through a solution that allows all parties to the conflict to win. The important issue of "Who wins?" may be addressed from the point of view of each party to the conflict.

The **LOSE-LOSE CONFLICT** occurs when nobody gets what they want [9]. The underlying reasons for the conflict remain intact and a similar conflict is likely to arise in the future. Lose-lose conflicts often occur when there is little or no assertiveness, and conflict management takes these forms. *Avoidance* is an extreme form of inattention, with everyone pretending that there is no real conflict, in the hope that it will disappear. Avoidance may be resorted to when the problem is minor, when there are more important and pressing issues to resolve, or when people need to

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temporarily calm down and regain perspective. *Adjustment/adaptation* involves minimizing the differences between the conflicting parties and highlighting the similarities and points on which they agree. This peaceful coexistence ignores the real essence of a given conflict and often creates frustration and resentment. However, adjustment may be used when problems are more important to others than to us or when we want to gain the others' trust for settling disagreements that may arise in the future. *Compromise* occurs when each party gives up something of value and does so as a concession to the other. The fact that no one fully receives what they want may set the grounds for future conflicts. Nonetheless, a compromise may be reached temporarily when tackling complex issues or in order to find the best possible solutions when time is limited.

WIN-LOSE CONFLICT. In the event of such a conflict, one of the parties fulfills its wish while disregarding the other party's wishes. It is a situation where assertiveness matters much more than cooperation. It may be the result of direct competition in which the victory is obtained by force, by superior skills or domination of one of the parties. It may also occur as a result of authoritarian leadership through which someone simply dictates a certain solution and decides who and what wins from it. Win-lose strategies fail to address the causes of conflict and tend to suppress the wishes of at least one of the parties to the conflict. This increases the risk of further conflicts in the future. *Avoidance* means pretending that there is no conflict. *Adjustment* involves minimizing differences and finding areas of agreement. *Compromise* occurs when each party relinquishes something of value to the other. *Competition* seeks victory through strength, superior skills or domination. *Authoritarian order* appeals to a formal authority to end the conflict. *Cooperation* involves acknowledging that something has gone wrong and that it requires attention by solving the problem. Finally, *solving the problem* uses the information to resolve disagreements.

WIN-WIN CONFLICT. It combines a high level of cooperation and strong assertiveness. *Cooperation/problem solving* requires that all parties to the conflict acknowledge that something is wrong and requires attention. The emphasis is laid on gathering and assessing information for settling disagreements and making choices. The win-win conditions eliminate the reasons for the continuation or recurrence of conflict, because nothing has been avoided or suppressed. All relevant issues are put on the table and discussed openly. The final test for a win-win solution is to find out if the conflicting parties understand that the solution: a) meets the other's objectives; b) is acceptable to both parties; c) establishes a process in which all the individuals involved understand that they have the responsibility to be open and honest about their facts and feelings. With success comes the actual resolution of the conflict.

Although cooperation and problem solving are generally favored, a certain limitation is required by the time and energy consumed. It is also important that both parties to the conflict understand the need to be assertive and cooperative in order to develop a common win-win solution. Ultimately, cooperation and problem solving may not be feasible if the dominant culture of an organization does not value cooperation.

6.5. Resolving Workplace Conflicts Through Mediation

Negotiation and mediation are two of the conflict resolution strategies frequently discussed and recommended for use in practice. *Mediation* is a commonly used strategy in conflict control and management. Mediation means intervening between hostile parties and leading them to resolve the conflict. Mediation is a strategy that brings people together to discuss their conflicts, making them accept the responsibility to communicate and work together in order to find solutions to the problems they have. The mediator tries to find an objective and neutral point of view. He makes sure that each party expresses its point of view, but also listens to the other's perspective and guides both parties towards finding satisfactory solutions. Therefore, mediation involves a form of impartial intervention by a neutral third party, who cannot impose a solution, but can help the parties to find it. Mediators intervene when negotiators fail to overcome disagreements between the

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parties [18]. However, a negotiator can engage in the role of negotiator-mediator. In this case, he must try to be impartial and apply mediation techniques in order to find a way to reach an agreement.

Conflict resolution experts believe that any mediator should know and follow some *basic rules of mediation* [19]:

- ✓ when mediating, one needs to introduce themselves and explain the role they have taken on;
- ✓ the objective is the resolution of a problem;
- ✓ to avoid blaming themselves and also to avoid clearing themselves of guilt;
- ✓ to tell the truth;
- ✓ to listen to all the parties involved;
- ✓ paraphrasing;
- ✓ expression of feelings and wishes in order to reach an agreement;
- ✓ the mediator helps both parties to reach a fair agreement;
- ✓ the agreement can be put in writing and signed by each party.

As a process, mediation includes the following *stages* [18]:

- ✓ *Beginning* – providing the premises, recording discussions and scheduling them. It should also include specifying the rights of each party and the emphasis on the need for their focus and equal participation.
- ✓ *Progress* – using the graphical representation of the conflict (conflict map), the summary of the key points being very useful. It is also important to define common ground. Suggestions should be made in the form of options, not directives. Accepting silence and pauses is another basic rule in the process of mediating a conflict. Maintaining focus on the future, a positive attitude and action can be very helpful. Using questions to restructure conflict-generating concepts is also constructive.
- ✓ *Conclusion* – reaching agreements and putting them in writing. It is recommended to stimulate participants to allow time for review of progress.

Staged in this manner, mediation aims to transform rivals in a conflict into partners who will solve their problems together without resentment and dissatisfaction.

Training sessions

PRACTICAL EXERCISE: Argue For or Against [adapted from 17]

Instructions. Read the following statements very carefully. Find three pros or cons for each of them:

- Conflict is a natural part of everyday life, inherent in interpersonal relationships, not a catastrophe or unfortunate event.
- Before trying to resolve them, conflicts must be acknowledged by all parties involved.
- Conflict may be a source of maturity and learning. It helps to discover one's skills, beliefs and values, and it strengthens an individual's mental health.
- Conflict management skills can be learned. Practice can help us improve communication, negotiation, facilitation or conflict mediation.
- Emotions and feelings are important in a conflict. It is sometimes impossible to reach the roots of a conflict and solve it unless we take into account the feelings that the parties involved may or may not be aware of.

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✓ SELF-ASSESSMENT: Conflict Management Styles [taken from 9]

Instructions

Think of how you behave in conflict situations in which your wishes differ from those of one or more persons. In the space to the left of each statement below, write the number from the following scale that indicates how likely you are to respond that way in a conflict situation.

1 = very unlikely	2 = unlikely	3 = likely	4 = very likely

_____ **1.** I am usually firm in pursuing my goals.
_____ **2.** I try to win my position.
_____ **3.** I give up some points in exchange for others.
_____ **4.** I feel that differences are not always worth worrying about.
_____ **5.** I try to find a position that is intermediate between the other person's and mine.
_____ **6.** In approaching negotiations, I try to be considerate of the other person's wishes.
_____ **7.** I try to show the logic and benefits of my positions.
_____ **8.** I always lean toward a direct discussion of the problem.
_____ **9.** I try to find a fair combination of gains and losses for both of us.
_____ **10.** I attempt to work through our differences immediately.
_____ **11.** I try to avoid creating unpleasantness for myself.
_____ **12.** I try to soothe the other person's feelings and preserve our relationships.
_____ **13.** I attempt to get all concerns and issues immediately out in the open.
_____ **14.** I sometimes avoid taking positions that would create controversy.
_____ **15.** I try not to hurt others' feelings.

Scoring

Total your scores for items 1, 2, 7; enter that score here [*Competing=____*].
Total your scores for items 8, 10, 13; enter that score here [*Collaborating=____*].
Total your scores for items 3, 5, 9; enter that score here [*Compromising=____*].
Total your scores for items 4, 11, 14; enter that score here [*Avoiding=____*].
Total your scores for items 6, 12, 15; enter that score here [*Accommodating=____*].

Interpretation. Each of the scores above corresponds to one of the conflict management styles discussed in chapter 15. Research indicates that each style has a role to play in management, but that the best overall conflict management approach is collaboration; only it can lead to problem solving and true conflict resolution. You should consider any patterns that may be evident in your scores and think about how to best handle conflict situations in which you become involved.

✓ CASE STUDY: Family Disputes Business Shareholder

The Problem. Family disputes, a father and his four sons ran a successful chain of five family restaurants. All were shareholders with the father holding the majority share. Each of the sons had an unequal share, which was increased by a percentage upon their father's death, according to the amount of work they had contributed to the businesses as a whole over the years, leaving the oldest son with a majority shareholding. It did not take long for the sons to become embroiled in a lengthy

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dispute over the running of the businesses, whereby the three younger sons were against the views of their older brother over the managing and financing of the businesses. The older brother wanted to buy the younger brothers out but could not afford to, equally the younger brothers would have refused as this is all they knew since they had left school, in fact as he was the brains they wanted, needed to still keep him on board, but wanted some input on running the businesses, equally his excessive salary needed to be addressed.

The Solution. Several family relationship issues were in play which did not help the dispute between them. It was clear that for the sake of all their interests they could not continue to work alongside one another. It was agreed that the older brother would sell his shares in three of the restaurants to his younger brothers, and he would retain two of the restaurants in which the younger brothers would sell their shares to him. Whereby all three of the younger brothers got a restaurant each and the older brother got two restaurants, a position which was slightly better than when they entered into mediation.

Benefits:
- The mediation took one day compared to the 12 months this family dispute had already gone on.
- The mediation cost each party £750.00 each compared to the thousands they had already spent on legal fees and the thousands they would have had to spend had they continued with Court action.

Questions for reflection:
- *Do you think that the solution proposed by the mediator is fair?*
- *What long-term risks could the solution chosen by the mediator produce?*
- *Can you identify another alternative for resolving the dispute between the four brothers?*

7. NEGOTIATION: A KEY SKILL FOR SUCCESSFUL MANAGERS AND ENTREPRENEURS

7.1. What is Negotiation?

Frequently used in businesses or organizations, negotiation skills can be acquired and promoted by both negotiators and managers, leaders or employees – in a word, by anyone who wants to improve their own conflict resolution style.

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Negotiation is a decision-making process between two or more parties that do not share the same opinions, ideas, wishes or preferences [20]. It is about a process in which parties with conflicting interests meet together and make offers, counteroffers, and concessions in the attempt to resolve their differences [21]. Negotiation is an important technique that managers or leaders can use to increase the likelihood of reaching compromise between individuals and groups in conflict. Through negotiating and bargaining, the parties to a conflict discuss different ways to allocate resources in order to reach a solution acceptable to them all.

Negotiation is a communication process used by two conflicting parties to lay the groundwork for a mutually beneficial understanding. Having concerted discussions, the two parties examine the specific aspects of the problem they face, express their motivations, expectations and attitudes, make offers and counter-offers. Negotiation often involves a series of systematic steps by which party A makes a proposal and party B responds with an alternative. This succession of offers-counter-offers runs until a mutually advantageous solution is reached.

Any negotiation process involves partners and not opponents. At the end of the negotiation process, these partners should have the feeling that they reached the highest possible level of achievement from what they set out to do. Negotiating means communicating in the hope of overcoming disagreements and reaching an agreement. This requires taking into account the wishes of the other party, understanding its needs and expectations, as well as the ability of each party to discover what lies behind refusals and to make the other party cooperate. However, since the cooperation and negotiation processes are carried out by individuals who oscillate between selfish and altruistic behaviors, one of the difficulties of any negotiation process lies precisely in getting the two parties to cooperate.

7.2. Negotiation Goals and Outcomes

Two major objectives must be considered in any negotiation process, namely substantive and relationship objectives [9]. *Substantive objectives* include the results related to the content issues that make the object of the negotiation. The negotiation of the level of salaries in a collective bargaining agreement is an example. *Relationship objectives* are related to how capable the people involved in the negotiation are and the sectors in which they will work together once the negotiation is over. An example is the ability of union members and factory management to work effectively together after a dispute has ended.

Unfortunately, many negotiations result in deteriorating relationships because the negotiating parties become more concerned with substantive objectives and personal interests. Negotiation is effective when substantive issues are resolved and relations between the parties are maintained or even improved. This results in overlapping common interests and decisions that are to the advantage of both parties.

Here are the efficient negotiation criteria [9]:
- ✓ *quality* – the results of the negotiation are reflected in a high-quality agreement, which is wise and satisfactory for all parties;
- ✓ *harmony* – negotiation leads to the improvement of interpersonal relationships rather than their inhibition;
- ✓ *effectiveness* – negotiating does not consume more time or money than is absolutely necessary.

7.3. What Skills Does a Good Negociator Need?

Here are the skills of a good negotiator [22]:
- ✓ *Interest in one's own position.* A good negotiator must always keep in mind the interests he is defending and act only in accordance with them.

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✓ *Credibility.* This quality is necessary for all types of negotiators. A negotiator who applies the distribution strategy must be consistent in the threats and promises he makes. In the case of interactive negotiation, credibility is ensured by presenting the information as accurately as possible. When it comes to negotiation involving a third party, the credibility of the mediating negotiator is ensured by his neutrality towards the parties to the conflict.

✓ *Flattering the vanity of your opponent.* In a negotiation, it is important to respect your partner in order to determine him to cooperate – if not out of conviction, at least out of politeness.

✓ *Resistance to the effect of representation.* A negotiator must always be aware that he will always be under double pressure: first, from the party he represents, who will try to get as much as possible; second, from his opponent, who in turn wants to pursue his own interests.

Here are other skills needed by any successful negotiator [9]:

✓ the ability to separate the people involved from the disputed issue, so as not to allow emotional factors to affect the negotiation;

✓ the ability to focus rather on common interests than on positions;

✓ the ability to avoid taking premature decisions;

✓ the ability to objectively assess the alternatives suggested by the negotiating parties;

✓ the ability to evaluate possible agreements relying on an objective set of criteria or standards.

7.4. Negotiation Strategies

The management of conflict between individuals is directed at changing the attitudes or behavior of those involved in the conflict. If the conflict is due to a clash of personalities and the parties in conflict simply do not understand one another's point of view, an organization can help the people involved by bringing in outside help to give advice and counsel [21]. If the conflict is due to work-force diversity—such as when a young person supervises older, more experienced workers or a female manager supervises an all-male work group—the organization can use education and training to help employees appreciate the differences in their attitudes and avoid or successfully resolve conflict.

If the conflict is due to an disagreement about how the work should be performed, or about the performance of another person, managers can use a *step-by-step negotiation approach* to help resolve a dispute between employees. This approach is especially useful when the conflict has reached the felt and manifest conflict stage and the dispute is poisoning not just personal but also work-group relationships. The steps in the process are as follows [21]:

✓ A manager meets with both the employees in conflict and forcefully outlines the way their behavior is affecting the way they perform their jobs and other members of the department. Each employee then is asked to express their thoughts and feelings about the conflict to open up the conflict so that the manager, and both employees, understand the facts of the conflict and each other's different positions.

✓ The manager summarizes the dispute between the employees in a written form, creating a report that carefully matches both sides of the case to identify the main factors in dispute. For example, if the dispute is about one employee not pulling his or her weight or performing substandard work, each employee's explanation of events is noted carefully.

✓ The manager discusses the facts in the report with each employee separately acting as a neutral third party; the manager uses the fact-finding report to work out a solution each employee can accept, going back and forth between the employees until they can accept a common solution.

✓ The manager meets with both employees to discuss the agreement and get their commitment to resolving the dispute. Each employee also agrees to meet with the manager should subsequent problems arise.

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The factors (Figure 6) that can influence the negotiation process and determine the choice of a strategy include: *the stakes pursued* by the negotiating parties, *the forces (resources)* available to the parties (they create a balance), and *the climate in which the negotiation takes place* (impressions, emotions, attitudes and/or stereotypes that each of the two parties activates).
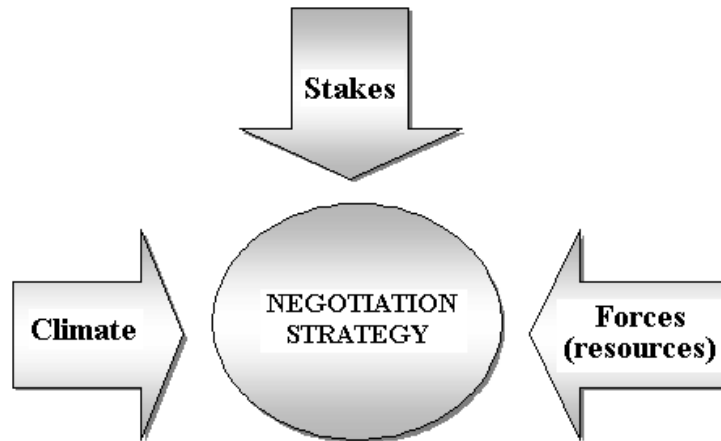
Figure 7. Factors that influence the negotiation process [20]

Depending on the *climate* (positive or negative) in which the negotiation takes place and the *objective pursued* by both parties (which can be personal or mutual gain), M. Hamon described four styles of negotiation (Figure 7): *competitive* (negative climate and personal gains), *rational* (negative climate and mutual gains), *cooperating* (positive climate and mutual gains), *manipulator* (positive climate and personal gains).
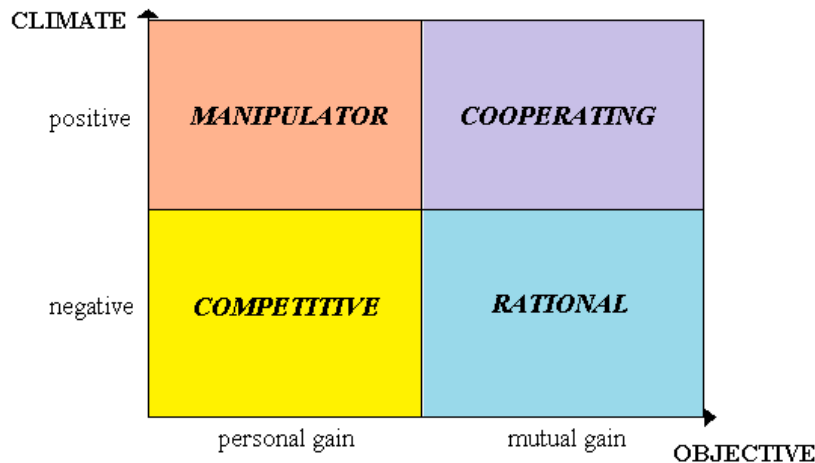
Figure 8. Four styles of negotiation [20]

Table 4 summarizes a negotiator's characteristics according to the style they adopt to achieve their goals.

Table 4. Traits related to negotiation styles [20]

Negotiation style	Individual markers
Competitive	✓ assertiveness; likes to dominate ✓ persevering, tenacious

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	✓ impatient, incisive, gets angry ✓ imposes his point of view ✓ presents solid arguments ✓ strives to reach his goals
Rational	✓ rational, logical ✓ arguments well ✓ is honest ✓ has a well-structured speech; is concrete ✓ tries to understand ✓ is slow, demonstrative, deductive ✓ takes few risks
Manipulator	✓ smiles, is patient, has 'cold blood' ✓ dissimulates, is 'hard to read' ✓ recovers information, arguments ✓ imposes himself calmly, gently ✓ adapts easily
Cooperating	✓ carefully listens to others; does not take advantage of their weaknesses ✓ tries to understand, to rephrase ✓ is the first to offer, tries to build 'giving vs. receiving' relations ✓ creates openings; proves tenacious, but does not go to extremes ✓ congruence in speech/movements; is serious

Several *negotiation strategies* have been described [9, 22, 23]:
- ✓ *Distributive negotiation*. This type of negotiation involves winning for one side and losing for the other. Thus, a firmness towards compromises is assumed, and threats and promises are made. A good distributive negotiator must be friendly, impartial and an expert in the negotiated issue [23].
- ✓ *Integrative (main) negotiation*. This type of negotiation is the most productive. It relies on the assumption that solving a common problem can multiply the values that belong to each party. The success of such a negotiation is ensured by a flow of information: both parties must ask each other questions and then give each other answers, in order to initiate a dialogue. The method by which such collaboration is achieved by both parties is the introduction of common objectives [23].
- ✓ *Negotiation involving a third party*. When two parties to a conflict fail to reach an agreement, a third party is called who has the necessary objectivity to resolve the conflict situation. *Negotiation through mediation* is often encountered not only in conflicts between employees and employers, but also in everyday life (for example, a real estate agent is an intermediary between a buyer and a seller). The third part, which is neutral, has only the role of facilitating an agreement. In such a situation, the mediator takes on a very difficult role, since he is a buffer between the requests made by the two parties. In mediation, the third party seeks to engage the two parties in a negotiated solution based on persuasion and rational arguments. However, the power of a mediator is quite limited, as he cannot dictate solutions, but can only indicate the common views of the parties, so that they reach a consensus. A special form of negotiation involving a third party is *arbitration*. This is the most drastic form of negotiation, because once they reach this stage, the two parties commit to the 'all or nothing' policy. The arbitrator of a conflict has all the power, as his decisions are binding. Therefore, one party can win everything and the other can lose everything. For example, in salary-related arbitration, the third party acts as a 'judge' and has the power to issue a decision that is binding on all

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parties. The decision is made after the arbitrator has listened carefully and assessed the positions of the parties involved in the failed negotiation.

7.5. Common Negotiation Pifalls

The negotiation process is often complex due to individual (e.g. religious or cultural) differences between the parties involved and the dynamics of interpersonal/group relationships. Consequently, negotiators need to protect themselves against *pitfalls that may arise in the negotiation process*, as follows [9].

✓ First, there is a tendency in negotiation to take a position based on the assumption that in order to have it one's way, something must be subtracted from what the other party wants. This *myth of the fixed pie* (i.e., stake) is a distributive negotiation approach. However, integrative negotiation starts from the premise that sometimes the stake can be extended and used to the maximum advantage of all parties, not just one of them.

✓ Second, as the parties involved in the negotiation often start by making very high-stake requests, there is a *possibility of escalating party involvement*. In other words, as soon as the requests have been made, the negotiating parties become devoted to their goals and reluctant to make concessions. Moreover, irrational escalations of the conflict may occur as a result of each party's concern to protect their ego and save appearances. In such situations, in order to detect the behavioral tendencies talked about, self-discipline of both negotiating parties is necessary.

✓ Third, negotiators often show *overconfidence* that only their positions are correct. This can make them ignore the needs and expectations of the other party, which is why negotiators face difficulties in their efforts to reconcile the positions of the parties involved. In some cases, negotiators fail to see merit in the positions expressed by the other party. An outside observer would certainly spot such merits.

✓ Fourth, *communication problems* can cause difficulties during the negotiation. Negotiation is a 'two-way' communication process aimed at reaching a common decision. This process may be dysfunctional due to *telling problems* – the parties do not really talk to each other, at least not in the sense of being really understood or *hearing problems* – the parties are unable or unwilling to actively listen in order to understand what everyone has to say. Successful negotiation involves actively engaging in listening, clarifying the positions expressed by each party through questions and changing perspective by placing oneself in the other's shoes.

Training sessions

✓ SELF-ASSESSMENT: Negotiation Skills Questionnaire

Instructions. This questionnaire is designed to help you assess your negotiation skills. You are given two statements in answer to each question. Circle the letter which is most epresentative of your feelings, where:

A and **E** are closest to the different statements
B and **D** less close but still reflect your feelings
C is the middle between the two statements.

Answer each question as quickly and honestly as you can.

1. To what extent do you prepare before a negotiation?

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A	B	C	D	E
To a great extent				To a little extent

2. To what extent do you consider the position and issues of the other party prior to the negotiation?

A	B	C	D	E
To a great extent				To a little extent

3. To what do you pay most attention when preparing for a negotiation?

A	B	C	D	E
To other party's strengths				To other party's weaknesses

4. How do you regard the process of negotiating?

A	B	C	D	E
One party wins, while the other loses				Both parties win

5. What should be the outcome of a negotiation?

A	B	C	D	E
A good result for your organization				A good result for both parties

6. Do you set clear objectives for a negotiation?

A	B	C	D	E
Always				Rarely

7. When negotiating do you hold fast to your objectives?

A	B	C	D	E
Always				Rarely

8. How often do you become impatient or lose your temper in a negotiation?

A	B	C	D	E
To a great extent				To a little extent

9. Which do you do more of in a negotiation?

A	B	C	D	E
Talk				Listen

10. What do you feel about making concessions in a negotiation?

A	B	C	D	E
Don't make concessions				Recognize the principles of giving and getting

11. How do you test assumptions in a negotiation?

A	B	C	D	E
Wait to hear what the other party has to say				Use open questions to test assumptions

12. If you have spent some time negotiating, but are not happy with the suggested outcome, how likely are you to reach agreement during the meeting?

A	B	C	D	E
Very unlikely				Very likely

13. As you work to reach agreement, who usually sums up what has been agreed along the way?

A	B	C	D	E
You				The other party

14. What do you do when you are in a negotiation and you don't understand something?

A	B	C	D	E
Ask questions to clarify the matter				Let the matter pass without saying anything

15. What do you do when you are in a negotiation and the other party will not give anything away?

A	B	C	D	E
Feel that you've reached stalemate and give up				Ask questions and explore possibilities

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16. What are your feelings towards conflict in a negotiation?

A	B	C	D	E
My feelings are positive				My feelings are negative

17. How do you make concessions during a negotiation?

A	B	C	D	E
Make the concession early on in the negotiation				Make the concession slowly and make it look more significant than it is

18. When do you raise important issues during a negotiation?

A	B	C	D	E
Early on in the negotiation				Towards the end of the negotiation

19. With whom do you feel happier negotiating?

A	B	C	D	E
Someone on the same level as you				Anyone, irrespective of title or position

20. How often do you invent options/new ideas in negotiations?

A	B	C	D	E
Frequently				Rarely

Scoring. Now transfer your scores to the grid below. Circle the appropriate score for each letter you have chosen for each question.

Question	A	B	C	D	E
1.	Score 5	Score 4	Score 3	Score 2	Score 1
2.	Score 5	Score 4	Score 3	Score 2	Score 1
3.	Score 5	Score 4	Score 3	Score 2	Score 1
4.	Score 1	Score 2	Score 3	Score 4	Score 5
5.	Score 1	Score 2	Score 3	Score 4	Score 5
6.	Score 5	Score 4	Score 3	Score 2	Score 1
7.	Score 3	Score 4	Score 5	Score 2	Score 1
8.	Score 1	Score 2	Score 3	Score 4	Score 5

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9.	Score 1	Score 2	Score 3	Score 4	Score 5
10.	Score 1	Score 2	Score 3	Score 4	Score 5
11.	Score 1	Score 2	Score 3	Score 4	Score 5
12.	Score 5	Score 4	Score 3	Score 2	Score 1
13.	Score 5	Score 4	Score 3	Score 2	Score 1
14.	Score 5	Score 4	Score 3	Score 2	Score 1
15.	Score 1	Score 2	Score 3	Score 4	Score 5
16.	Score 1	Score 2	Score 3	Score 4	Score 5
17.	Score 1	Score 2	Score 3	Score 4	Score 5
18.	Score 5	Score 4	Score 3	Score 2	Score 1
19.	Score 1	Score 2	Score 3	Score 4	Score 5
20.	Score 5	Score 4	Score 3	Score 2	Score 1
Total					

Total each column, then add the totals to arrive at an **OVERALL SCORE**:_____

HOW TO INTERPRET YOUR SCORE

Your total score	INTERPRETATION
70-100	You are a good negotiator. You have a thorough understanding of the skills and process of negotiation.
40-69	Your negotiation skills could be improved. Look at the questions where you have a low score to identify the areas you need to work on.
1-39	You need to develop a better understanding of the process and skills of negotiating effectively. To help you, look at the ideal response.

Ideal responses

1. To what extent do you prepare before a negotiation?

2. To what extent do you consider the position and issues of the other party prior to the negotiation?
   - *To a great extent – the best negotiators thoroughly assess the position of both parties before they begin negotiating.*

3. To what do you pay most attention when preparing for a negotiation?
   - *Effective negotiators pay particular attention to the other party's strengths and to their own weaknesses.*

4. How do you regard the process of negotiating?

5. What should be the outcome of a negotiation?
   - *A negotiation is not a competition, neither is it total cooperation. A negotiation has to be fair. If you try to make it competitive you will damage your relationship with the other party. A successful outcome will mean a win/win situation for both sides.*

6. Do you set clear objectives for a negotiation?

7. When negotiating do you hold fast to your objectives?

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- *Effective negotiators always set objectives prior to the negotiation. They never lose sight of them during a negotiation. However, they are flexible in their approach and are prepared to produce new ideas.*

8. How often do you become impatient or lose your temper in a negotiation?
   - *Never lose your temper or become impatient in a negotiation. It gives advantage to the other side.*

9. Which do you do more of in a negotiation?
   - *You should listen more than talk in negotiations.*

10. What do you feel about making concessions in a negotiation?
    - *Making concessions helps both parties move towards agreement. Remember the principles of give and get.*

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11. How do you test assumptions in a negotiation?
- *Use open questions to test assumptions.*

12. If you have spent some time negotiating, but are not happy with the suggested outcome, how likely are you to reach agreement during the meeting?
- *Do not reach agreement unless you are happy with the terms. You can reconvene at a later date if you are not happy.*

13. As you work to reach agreement, who usually sums up what has been agreed along the way?
- *Make certain that you sum up what has been agreed as you work through the negotiation. This helps keep track of progress.*

14. What do you do when you are in a negotiation and you don't understand something?
- *Always ask if you are uncertain about what has been said.*

15. What do you do when you are in a negotiation and the other party will not give anything away?
- *Do not give up if the other party will not give in. Summarize the issues/areas where you have reached agreement. Ask questions and invent options.*

16. What are your feelings towards conflict in a negotiation?
- *Do not expect not to encounter conflict in negotiations. It is healthy and it should be aired.*

17. How do you make concessions during a negotiation?
- *Do not make concessions too early in a negotiation. Make them slowly and make them seem as though you are giving away more than you are.*

18. When do you raise important issues during a negotiation?
- *Raise important issues early on in a negotiation while you are still fresh.*

19. With whom do you feel happier negotiating?
- *If you have done your preparation, you should feel happy to negotiate with anyone at any level.*

20. How often do you invent options/new ideas in negotiations?
- *By inventing options and putting forward new ideas you move the negotiation forward.*

✓ QUESTIONS FOR REFLECTION: How to Ethically Use Power, Politics and Negotiation in an Organization? [*apud* 21]

Managers routinely use organizational politics and negotiation to try to convince other managers to agree with their goals and follow the course of action they are championing. They may also seek ways to increase their personal power in an organization to further their own interests.

Think about the ethical issues involved in politics, power, and negotiation and address the following issues:

- At what point does it become unethical to use organizational politics to promote either personal interests or the interests of a function or division?

- What is the role played by ethical values in the negotiation and bargaining process to ensure that outcomes are fair and equitable?

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✓ PRACTICAL EXERCISES: Distributive *vs.* integrative negotiation [taken from 23]

Distributive thinking is useful when you must get a certain amount of limited resources for your side. In most real world business situations, however, this kind of thinking will block you from creating and sharing maximum mutual value.

Integrative thinking is useful in complex situations where you need to con-nect many issues and when you want to maximize the opportunities for value.

Q1. Which of these negotiations are probably distributive?

- a renter and landlord negotiating the rental price of an apartment;
- deciding how Yumi, Ken, and Jun will share the last piece of cake;
- developers, manager, and residents considering a new training camp for a winning, major famous sports team in a rural area;
- a football star working out a salary with the team's managers.

Q2. Ichiro is an international baseball star. He is so famous everyone recognizes him just by his first name! His main advertising contract is with Kirin beer, one of the three large beer makers in Japan. His negotiator gets a share of every advertising contract. How do you think the negotiator will approach negotiations? With distributive or integrative thinking? Why?

_____

_____

_____

_____

_____

_____

Q3. Which of these negotiations are probably "integrative"?

- buying a car;
- arranging a meal and price for your hiking club (40 people);
- buying snacks in the outdoor market;
- developing the annual financial budget of a city with 2 million inhabitants.

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8. EMOTIONAL INTELLIGENCE IN THE WORKPLACE

8.1. The Role of Emotions in People's Live

Emotions are described as distinct substantial responses to internal or external events that bear a certain meaning to the human being. Emotions run briefly and consist in a coordinated set of responses, which may include verbal, physiological, behavioral and neuronal mechanisms [25]. Emotions are transitory, with a beginning and a relatively well-defined end. They also have meanings that make them positive or negative. Objectively, emotions involve internal physiological responses and ways to express them outwardly, which are inborn and exercised by learning, in the context of adaptation to tasks specific to each developmental stage.

Emotions are seen as a dimension of individual's functioning based on evaluations we make about the world or about our own existence [26]. Emotions involve the evaluation of the meaning of events and situations we cross. This evaluation depends on the nature of stimuli and on factors related to culture and personality of individuals. The particular character of evaluations we make about circumstances, persons and events mark the qualitative difference between various emotions that the human being is living. Emotions cannot be tackled only at a physiological level. They involve three dimensions specific to the human being, that is reason, interhuman relationships and cultural influences.

M. Roco [26] lists five reasons for which emotions are relevant in an individual's life:

- ✓ *Survival*. Emotions are part of the control and adjustment system of each individual. Emotions warn us when we are in danger or when something is missing (for instance, when we feel alone or we cannot communicate with others).
- ✓ *Making decisions*. Our emotions and feelings are a valuable source of information and influence for the decisions we make about our life.
- ✓ *Drawing interpersonal boundaries*. Our own feelings and emotions trigger alarm signals, when the behaviour of another person disturbs us. If we learn to trust what we feel and to be firm in expressing it, we can warn the people around us that we feel uncomfortable or disturbed by their behavior. That contributes a lot to protecting our physical and psychic health.
- ✓ *Communication*. Our own feelings and emotions help us communicate to others complex contents. For instance, if we look sad, we signal to others that we need their help. People mastering the art of verbal and nonverbal communication are able to express more of their own emotional needs. The receptivity to the emotional problems of others enables us to show understanding, compassion and love.
- ✓ *Social unity*. Emotions and feelings that people show help them be united and live in harmony. Emotions and feelings are universal. Feelings of empathy, compassion, forgiveness are a source of cooperation and unity between members of the human species.

8.2. Defining Emotional Intelligence

In the bestseller *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, Stephen R. Covey describes four types of intelligence (see Figure 3), that individuals can develop to cope better with life changes and develop in a positive way. It is about [38]: a) *physical intelligence* – the ability to maintain health and develop our physical body; b) mental/intellectual intelligence – the ability to analyze, reason, think abstractly, use language, visualize, and comprehend with our mind; c) emotional intelligence – self-knowledge, self-awareness, social sensitivity, empathy and ability to communicate successfully with others from our heart; d) spiritual intelligence – the drive

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for meaning and connection with the infinite through our spirit. In the following, we will focus on emotional intelligence.
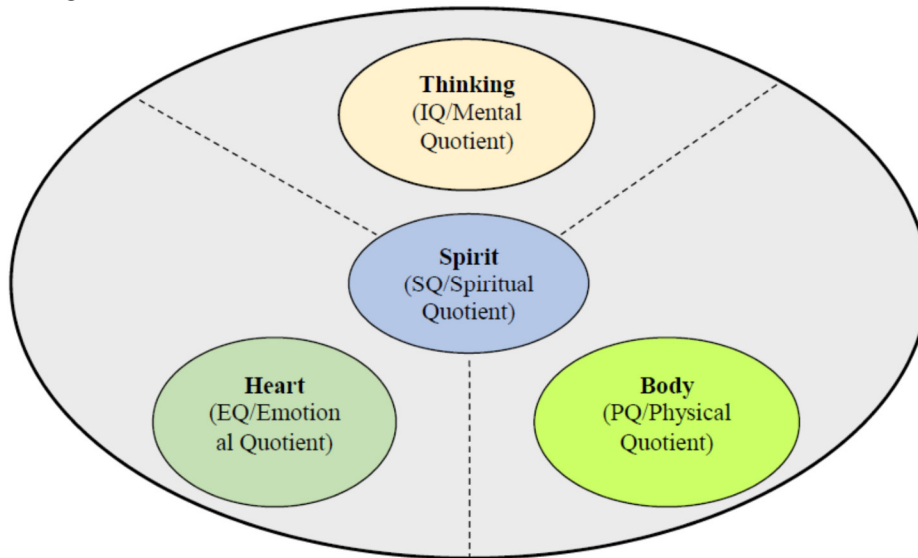

Figure 9. Stephen R. Covey's four intelligences

During normal operation, emotions are essential and adaptive resources that help the individual not only survive, but also develop positively and living a good life. The abiolity of a person to access, regulate and use one's own emotions is known as emotional intelligence. This term was used for the first time by Wayne L. Payne in 1985. In 1990, John D. Mayer and Peter Salovey published the first scientific article in which they attempted to define, explain and popularize the concept of artificial intelligence [28].

Emotional intelligence (EI) has emerged as a key management topic in the late 1990s when it was claimed emotional quotient (EQ) is twice as important as cognitive intelligence quotient (IQ) in predicting workplace performance. It has been suggested that EI accounts for 85-90% of outstanding performance in upper levels of leadership, resulting in 20% greater earnings for companies [29]. Proponents of the EI construct have argued that it is distinct from traditional personality traits and general mental ability and that it is a meaningful dimension that can be used to explain a wide range of psychological and managerial phenomena [30].

Successful leaders have more than strategical thinking and analytical cleverness skills. Besides a substantial creative potential, they have what is called emotional intelligence, which enables them act positively when confrunted with various stressfull pressures, encourage others and make them work together, motivate people to do their best and achieve targets. Successful leaders trust their own emotional and social abilities. This is why they are able to build and maintain successfull interpersonal relationships, have the courage to take risks and adopt visionary decisions that change the future.

In a very broad sense, emotional intelligence refers to the ability of a person to deal with his or her own emotions as well as those of others. J. D. Mayer and P. Salovey [31] defined EI as a set of four interrelated skills as follows: "…the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 10). The four faces of emotional intelligence operate in a unitary manner.

The four faces of emotional intelligence operate in a unitary manner. Thus, emotion perception and identification involve processing information about various emotions that we live daily when we are

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facing various pressures and difficulties. On the other hand, the emotional side involve the use of emotions in improving cognitice processes. Emotion management aims to self-regulate our own emotions and to manage the emotions of other people.

Așadar, inteligența emoțională presupune un set de abilități în baza cărora o persoană poate discrimina și monitoriza emoțiile proprii și ale celorlalți. La aceasta, se adaugă capacitatea unei persoane de a utiliza informațiile deținute pentru a-și ghida propria gândire și comportamentul și a-și atinge scopurile pe care și le propune. Reglarea emoțională adaptativă este abilitatea persoanei de a tolera, a fi conștientă, a pune în cuvinte și de a utiliza propriile emoții pentru a depăși stările de distres și pentru a-și promova trebuințele și scopurile. Reglarea emoțională disfuncțională se produce atunci când persoana experimentează stări afective negative (de exemplu: anxietate, depresie, furie, culpabilitate etc.), acute sau cronice.

Thus, emotional intelligence pressuposes a set of skills based on which individuals can discriminate and monitor their own emotions and others' emotions. Individuals also have the capacity to use the information in order to guide their own thought and behavior to reach the objectives they set. Adaptative emotional regulation is the ability of a person to tollerate, to be aware, to express in words and to use their own emotions to overcome stressful situations and to promote their needs and objectives. Dysfunctional emotional regulation is produced when the person experiences acute or chronic negative emotions (for instance, anxiety, depression, fury, culpability etc.).

Combining his own analyses and studies with the results achieved till then by various studies, the renowned consultant and journalist Daniel Goleman [27] argumented that the human individual possesses two brains (minds): a rational one (thinking and intelligence) and an emotional one. According to Goleman, emotional intelligence means: emotional self-awareness, self-regulation, self-motivation (optimism, initiative), recognition of other people's emotions (empathy), and a cluster of social skills (persuasion and influencing skills, communication skills, conflict management skills, building bonds etc.). People who excel in these skills are doing good in everything that means positive interaction to others. The art of building bonds or interpersonal relationships shows the capacity to manage our own emotions, and the emotions of others.

Table 5. The framework of emotional intelligence according to Daniel Goleman [32]

PERSONAL COMPETNCES	
Self-awareness	
Emotional consciousness	• You are aware of your own emotions and their cause • You are able to connect what you feel, to what you think, to what you say and do • You know which feelings can affect your performances • You are guided by your values and your personal objectives
Self-assessment	• You are aware of your strengths and weaknesses • You learn from previous experiences • You are open to feedback, new perspectives
Self-confidence	• You know how to make yourself noticed; you are easy and casual • You have the strength of defending things you believe in, which are not embraced by most people • You are able to make decisions, despite pressures or uncertainties
Self-regulation	
Self-control	• You can surpass easily your impulses or frustrations • You can keep calm even in most tense moments • You can think and focus even under pressure
Trustworthiness	• Your actions are ethical

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	• You build trust by authenticity and originality • You admit your own mistakes • You defend the principles you believe in, even if they are not accepted by the majority
Diligence	• You are true to your word and follow through your actions • You feel responsible to attain your personal objectives • You are organized in your work
Adaptability	• You can multitask, your priorities are flexible • You adapt your actions to how you can deploy them • Your perception about certain events is flexible
Innovativeness	• You are looking for new ideas fropm various sources • You are looking for original solutions • You generate new ideas • You have a modern perspective over things
Self-motivation	
Ambition	• You are result-oriented, you want to reach your objectives and standards • You undertake daring objectives and you take chances • You are looking for information for new solutions • You learn how to improve your performances
Involvement	• You make easily personal sacrifices for the good of the group • You comply with the values and beliefs of the group whern you make decisions or make certain choices • You are looking ceacelessly for opportunities to reach group objectives
Initiative	• You identify opportunities immediately • You pursue your objectives to the end • You pass over rules when it comes to reaching objectives • You have the capacity to mobilize others
Optimism	• You persist, despite obstacles or difficulties that may occur • You work thinking about succeeding, not about failure

SOCIAL COMPETENCES	
Social awareness	
Empathy	• You are sensitive to the emotions of those around you and you are a good listener • You understand the points of view of others • You help others because you understand their feelings or emotions
Assertiveness	• You understand the needs of clients and match them to provided products or services • You look for ways to increase clients' satisfaction and loyalty • You provide easily assistance or consulting
Development of others	• You see and recognize the capacities and results of others • You provide a constructive feedback and identity the development needs of others • You are seen as a mentor or coach
Tolerance	• You respect and show understanding to people from various social strata • You understand different points of view and see easily differences in groups

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	• You see diversity as an opportunity • You are against intolerance
Social skills	
Influence	• You are persuasive • You use persuasive presentation techniques adapted to specific situations • You use complex strategies like indirect influencing to get the support or understanding of others • You use the dramatism of certain circumstances to stress your personal opinions
Communication	• You cope quickly with difficult situations • You are a good listener, you look for mutual understanding and accept to share or exchange information • You support open communication and are receptive to both good news and bad news
Leadership	• You pinpoint enthusiastically and support a common vision and mission • You take the role of leader if needed, irrespective of your position or situation • You drive the others to achieve the targets • You lead by example
Catalyst of change	• You admit the need for change and remove barriers • You provoke the ordinary to identify the need for change • Change is a priority for you and you drive others to pursue it
Conflict management	• You get along well with difficult people and situations using diplomacy and tact • You identify potential conflicts, misunderstandings and help in solving them • You encourage group discussions or debates • You lead to win-win solutions
Building bonds	• You cultivate and maintain informal networks • You are looking for reatios which are beneficial to both parties • You build interpersonal relations and involve others as well • You make and maintain personal relations of friendship with colleagues or partmers
Collaboration and cooperation	• You balance work to personal relations • You collaborate, exchange ideas, information and resurces • You promote a positive climate of friendship and understanding • You identify and maintain relations of collaboration
Ability to build and manage a team	• You model the qualities of the team, such as respect, cooperation and sollicitude • You attract all team members in enthusiastic and participative activities • You build the team identity, the team spirit and involvement

J. Block from the University of Berkeley (USA) defined psychological profiles for men and women according to the levels of their cognitive and emotional intelligence quotients. In practice, two situations may occur more frequently: a) people with a high intelligence quotient, yet with a lower level of emotional intelligence; b) people with a high emotional quotient and an above-average intellectual one. Taking into account these situations, the following profiles were defined [26]:

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✓ *The psychological profile of a man with a high intelligence quotient.* He is ambitious and prolific, tenacious and resolute about his own actions and decisions. He thinks that he is right and cannot be vulnerable. He is predictable, meaning one can predict how he will behave in specific work-related and social situations. He tends to be critical and condescending, inhibited and embarrassed about romantic experiences. He also tends to be emotionally expressionless and detached, as well as unfriendly in social interactions.

✓ *The psychological profile of a man with a high emotional quotient.* He is balanced in his interpersonal relationships. He has a remarkable ability to engage in solving other people's problems. He often devotes himself to noble causes. He is socially responsible and considers the moral side of the circumstances in which he is involved. He is sympathetic and caring in his interpersonal relationships. He has a rich and nuanced emotional life regarding his own person. He feels comfortable with himself and around others.

✓ *The psychological profile of a woman with a high intelligence quotient.* She trusts the intellect, the force of knowing how humans think. She is fluent in expressing her thoughts. She tends to have a gust of intellectual and aesthetic values. She tends to be an introvert, being more self-centered. She is prone to anxious experiences, to "split hairs" and to exaggerate her own mistakes. She is prone to experiencing guilt. She avoids openly expressing her anger.

✓ *The psychological profile of a woman with a high emotional quotient.* She tends to be assertive and positive. She directly and naturally expresses her own emotions and feelings. She tends to feel comfortable with herself. She has positive thoughts about herself. For such a woman, life has meaning and deserves to be lived to the fullest. She is sociable, expresses her feelings and reacts well to stress. She is emotionally and socially balanced. She easily makes new acquaintances and feels comfortable with herself.

8.3. Why Emotional Intelligence Matters in the Workplace?

There is no doubt that well-channeled emotions improve work performance and interpersonal relationships, and generally reduce stress and enhance personal well-being. Emotional skills enable employees, managers, leaders, and other professionals to achieve better performance levels in the institutions and companies in which they work, to turn them into organizations for which talented people compete to work, to increase organizational change initiatives, and to cope better with complex situations. *American Express Financial Advisors* was the first company to report a dramatic increase in sales, a success achieved further to intensive training aimed at stimulating emotional intelligence among their sales agents/representatives.

Here are some practical applications of emotional intelligence in the workplace:

✓ *Career development.* An individual who has the ability to understand people and themselves will probably increase their chances of having a successful career in a particular field. According to M. J. Yate [33], some jobs (for example: system analyst, chef, accountant, civil servant, software engineer, statistician, etc.) do not require a high level of emotional skills. These jobs focus mainly on duties that can be fulfilled individually or by working with others through pre-established and well-structured methods. Instead, other jobs (for example: insurance agent, social worker, family doctor, training manager, teacher, PR specialist, sales representative, therapist, etc.) involve assertiveness, multiple contacts with other people, working in informal teams, empathy, ability to understand the emotions, attitudes and behaviors of others, etc. An individual who has not developed their emotional intelligence may consider such jobs to be difficult and, as a consequence, may experience dissatisfaction.

✓ *Development of managerial/leadership skills.* Managers/leaders who focus on technical knowledge fail to lead. They are just responsible. Understanding and developing emotional intelligence are two directions that will help improve leadership in organizations.

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✓ *Teamwork*. It is well known that teams are more than the sum of the individuals that are part of them; therefore, emotional intelligence may be one of the factors that holds team members together.

✓ *Personnel selection*. Hiring decisions can be better substantiated by using in-depth analysis of the psychological requirements of a job and by including emotional intelligence among the skill areas that are tested in candidates. However, it should be noted that emotional intelligence alone cannot predict job success, a successful career, or effective leadership. It is just one of several important components. The findings of a meta-analysis by E. O'Boyle et al. [34] show that, in addition to general cognitive ability and personality traits (e.g., emotional instability, extraversion, openness, agreeableness, and conscientiousness), scores for various aspects of emotional intelligence described by J. D. Mayer and P. Salovey contribute quite substantially to job performance prediction.

Unlike IQ, which hardly changes once adolescence is over, emotional intelligence seems to be largely acquired and continues to develop as we gain experience. Cognitive and emotional intelligence are not opposite areas, but they are rather converging. However, the first form of intelligence does not lead to notable performance without help from the second.

EI seems to be a more reliable and consistent predictor of success in one's personal life and in one's career. Analyzing the list of skills needed for 181 jobs in 121 major companies and organizations worldwide (e.g., *British Airways, Credit Suisse, Lucent Technologies* etc.), Goleman found that 67% of skills considered essential for performance related to the emotional realm. Therefore, compared to IQ and work experience, emotional skills seem to matter twice as much [35]. When comparing high-performing managers with those with average results, Goleman found that almost 90% of the difference between the profiles of the two groups of senior managers could be attributed to factors related to emotional intelligence rather than cognitive (for example, general thinking or long-term vision) and technical skills. In his famous paper published in *Harvard Business Review* in 1998, Goleman concluded: "In short, the numbers are beginning to tell us a persuasive story about the link between a company's success and the emotional intelligence of its leaders" [35, p. 93].

K. Cavallo and D. Brienza [36] described the methodological background and the main findings of a study that analyzed the relationship between emotional intelligence and excellence in leadership in the American company *Johnson & Johnson's Consumer Companies* (JJCC). The paper published by D. Goleman in *Harvard Business Review* drew the JJCC managers' attention. The article underlined the key role that emotional intelligence plays in successful leadership. According to Goleman, self-awareness is the foundation of emotional intelligence and is the ability of an individual to be aware of his or her own strengths and weaknesses and the ability to understand solidly factors or situations that trigger their own emotions and others' emotions. Endowed with self-awareness, an individual can manage better his or her emotions and behaviors and is able to build rapports with other people from the specific systems of an organization. As one of the company values was to cultivate leadership, the JJCC managers decided to finance a study aimed at determining the emotional and social competencies that distinguish successful leaders from mediocre leaders. The project involved over 1400 employees who worked in branches the company opened in 37 countries. Over 350 managers (55% males and 45% females) were selected randomly from the JJCC branches operating in Africa-Middle East, Asia, Europe, Latin America and North America. Participants were required to have a minimum of two years in a management position within JJCC, and fluency in English. The study showed that there is a strong link between performing leaders and emotional skills. Leaders with a high potential received better appraisals for self-confidence, achievement drive (ambition), initiative, leadership, ability of influencing others and the ability to catalyse change. Some gender difference was found, with supervisors rating females higher in adaptability and service orientation, while peers rated females higher on emotional self-awareness, conscientiousness, developing others, service orientation, and communication.

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Training sessions

✓ SELF-ASSESSMENT: Anxious or Relaxed? Test Yourself [taken from 37]

Instructions. *In each of the following choose from a scale of 1-5 which of these statements you most agree with or is most applicable to yourself. Choose just one of the numbers 1-5 in each of the 25 statements. Choose 5 for most agree/most applicable, down to 1 for least agree/least applicable.*

1. O often have to work to tight deadlines.
   5   4   3   2   1
2. Loud noise aggravates me.
   5   4   3   2   1

3. When I get little aches and pains, I often worry that it could be something more serious.
   5   4   3   2   1

4. Sometimes I cannot get to sleep as I have too much on my mind.
   5   4   3   2   1

5. I find it difficult to switch off completely and totally relax.
   5   4   3   2   1

6. I sometimes get angry with myself if I make a mistake or do not do something to the standard I have set myself.
   5   4   3   2   1

7. I often find myself dashing around at more than my normal speed.
   5   4   3   2   1

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8. I feel ruled by time.
5   4   3   2   1

9. I am a fast talker.
5   4   3   2   1

10. I easily become agitated in queues and traffic jams.
5   4   3   2   1

11. I am often critical of others.
5   4   3   2   1

12. I do not suffer fools gladly.
5   4   3   2   1

13. I push myself hard.
5   4   3   2   1

14. I am much more of a serious person than a jovial one.
5   4   3   2   1

15. I tend to gesticulate a lot.
5   4   3   2   1

16. Punctuality is important for me.
5   4   3   2   1

17. There has on several different occasions in my life been just one particular thing which has
dominated my thoughts for days on end.
5   4   3   2   1

18. It is important to me that I play to win.
5   4   3   2   1

19. I have on several occasions gone red in the face with harassment.
5   4   3   2   1

20. I am a worrier.
5   4   3   2   1

21. I am not optimistic about the future.
5   4   3   2   1

22. I worry that I am not more financially secure.
5   4   3   2   1

23. I am impatient.
5   4   3   2   1

24. I want people to see me as one of life's winners.
5   4   3   2   1

25. I often wake up in the morning with something worrying on my mind.
5   4   3   2   1

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Scoring. Add points corresponding to the answer options you have chosen. Your total score can range between 25 and 125.

TOTAL SCORE	INTERPRETATION
Less than 65	Whilst you do worry on occasions, as do all of us, you appear to have a laid-back, relaxed attitude to life, with the result that high anxiety is less of a problem for you than it is for the average person. This attitude can have a calming influence, not just on yourself but also on those around you. One word of caution to having an almost totally relaxed attitude to life is believing that problems will never occur. We all have to face up to numerous problems in our lifetime. Often, if we are able to anticipate such problems, we are able to minimise or even avoid them. Consequently, on occasions, a degree of forward planning is desirable. You should therefore have the ability to plan ahead and also build in a leeway for the unexpected. It is also worh bearing in mind that a certain amount of tension is positive. People often respond to, and are encouraged by, challenges.
65-89	You are in the fortunate position that although, like all people, you find yourself stressed out to a certain degree from time to time, this tends to be the exception rather than the rule. Anxiety for you is no more of a problem than it is for the average person. Generally you appear to be a well-balanced person who is able to face up to problems as they arise and does not spend too much time worrying about things that may never happen. You also appear to have sufficient resolve to face up to any stressful situations that may occur in the future. You are able to recognise any early warning signs that you may be pushing yourself too hard and, on these occasions, are able to do something about this by switching off somewhat and slowing down a little.
90-125	Your score indicates that you are of a somewhat overly anxious nature who finds it very difficult to relax completely, and you are constantly on your toes for any unforeseen event that may occur. You also have the tendency to buid many things uo in your own mind out of all proportion. As this is in your nature and possibly the way by which you deal with things and cope with pressure, it is nevertheless important to try and adopt a more relaxed attitude to life, since anxiety does lead to stress and stress is the cause of many serious health problems. It is necessary sometimes for overly anxious people to make a concerted effort to relax more, and one way of doing this may be by cultivating new interests and by taking one step back and reflecting on their life and its positive aspects. In time of extreme anxiety, it may be necessary to try and temporarily switch off completely from your daily routine and try to relax and chill out completely for a few days by doing something you really enjoy, whether it be lazing around the garden, listening to music, or spending quality time with friends and

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family. This may well enable you to get things into perspective and help you cultivate a more relaxed attitude to life. It is also important to all of us, but especially overly anxious people, that we are able to recognise any early warning signs that we are pushing ourselves too far. Then we can try to do something about it before is too late.

✓ ANALYSIS AND REFLECTION: Differences between persons with high *vs.* low EI

Instructions. *The list below includes characteristics of a person with high emotional intelligence. Read it carefully. Choose five traits that you think you have to a large extent. For each of the characteristics you have identified, find and describe at least two everyday/workplace situations or life circumstances in which you think that characteristic is activated.*

Characteristics of a person with high IE [*apud* 39]

A person with a high score on EI:

- Expresses their emotions clearly and directly using phrases that start with: "I feel ...".
- Expresses her or his feelings without fear.
- Is not dominated by negative feelings, such as: anxiety, worries, shame, embarrassment, disappointment, hopelessness, lack of power, addiction, victimization, discouragement, etc.
- Is able to distinguish non-verbal elements of communication.
- Lets feelings lead her or him to healthy choices and happiness.
- Counterbalances emotions with reason, logic and a sense of reality.
- Acts out of desire, not out of a sense of duty, guilt, or obligation.
- Is independent, self-confident, has a strong morale.
- Is intrinsically motivated, less interested in power, position, fame, approval, or material well-being.
- Most of the time, she or he is optimistic, but also realistic.
- Does not give up in the face of failures.
- Takes into account the feelings of others.
- Does not get caught up in worries or fears.
- Is able to identify and describe her or him own emotions and feelings.

Instructions. Now look at the list below. This includes traits of a person with low emotional intelligence. For each trait, find at least one life situation in which that trait can cause a person to encounter difficulties.

Characteristics of a person with low IE [*apud* 39]

A person with a low score on EI:

- Exaggerates or minimizes one's emotions and feelings.
- Avoids taking responsibility for his/her own feelings, but blames those around him.
- Has difficulty saying why s/he feels a certain way.
- Criticizes or makes valuable judgments about those around him/her; often begins sentences using the phrase "I think you...".
- Tends to give moralizing lectures and give advice to people

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- Tries to analyze others, for example when they express their own emotions or feelings.
- Tends to blame others for their own failures or grievances.
- Hides information or even lies about their own emotional states.
- Tends to be resentful. Forgives very hard.
- Rarely tells you where you stand in relation to it.
- Sometimes she or he feels uncomfortable when he is around others.
- Communicates indirectly and evasively.
- Is insensitive to the feelings and needs everybody around.
- Is not empathetic, does not feel compassion.
- Is rigid and inflexibl, needs clear rules to feel safe.
- Is a perfectionist and asks others to do the same.
- Is a cold and distant person.
- Does not think about the feelings of others before acting.
- Acts without thinking about future feelings;
- Avoids responsibility for one's actions through phrases such as: "What was I going to do? I had no choice!".
- Sometimes is too pessimistic and destroys the mood of those around.
- At other times, may be extremely optimistic to the point where they becomes unrealistic. He or she denies the well-founded fears of others.
- Despite common sense, he or she gets "carried away by the wind" or, on the contrary, gives up at the first sign of difficulty.
- Stubborn about their own ideas not open to suggestions and new opinions.
- Focuses on facts rather than emotions and feelings.

✓ PRACTICAL EXERCISE: Identifying False Beliefs about Emotions [taken from 40]

Many people have implicit beliefs about emotions. These beliefs operate outside conscious awareness, and strongly determine the way people cope with their emotions. First, people hold beliefs about the acceptability of emotions. People vary in the degree to which they believe that experiencing and expressing negative feelings is acceptable. Beliefs about the unacceptability of experiencing or expressing negative thoughts and emotions have been suggested to play a key role in the development and maintenance of health problems. In general, beliefs about the unacceptability of emotions have been found in people with a range of different problems, such as depression, eating disorders, social phobia, post-traumatic stress disorder etc. These beliefs may lead to the avoidance of emotions, which prevents the individual from developing self- awareness and self-understanding and, hence, the ability to take care of oneself appropriately.
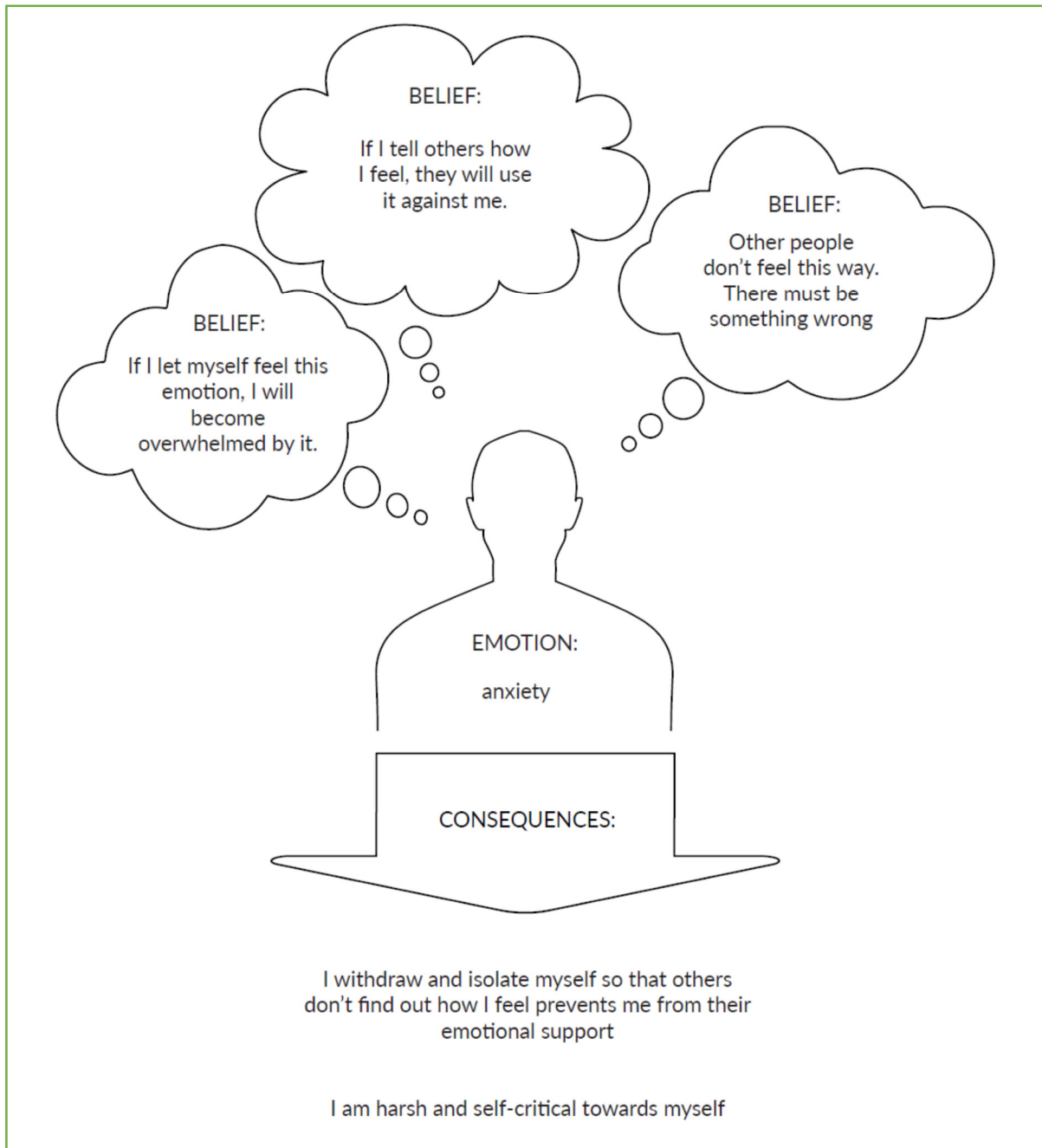
People may also hold beliefs about the malleability of emotion. For instance, one may believe that no matter how hard one tries, one cannot really change emotions. Because the individual does not engage in active attempts to regulate emotions, and will therefore not experience that emotions can be regulated, the belief will remain unchallenged. People who believe that emotions are less changeable experience fewer positive emotions and more negative emotions, decreased psychological well-being, lower perceived emotion regulation self-efficacy, and higher levels of depression. By contrast, a person who believes that emotions are changeable will display a more assertive and active pattern of coping. Over time, this active pattern of coping with emotions will confirm that emotions are indeed changeable and thus strengthen the very belief regarding the changeability of emotions.

This exercise is designed to help people uncover dysfunctional or false beliefs about emotions. The exercise we propose to you can be completed numerous times with different emotions (both positive and negative), as people can hold different beliefs about different emotional states. You may benefit

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from completing the exercise with each of your own problematic emotional states, to gain an in-depth understanding of the core beliefs and consequences associated with each emotion. An example of a completed worksheet is presented in the box below. It may be helpful for you to better understand the exercise.

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Box 1. An example of a completed Core Beliefs About Emotions worksheet

BELIEF:

If I tell others how I feel, they will use it against me.

BELIEF:

Other people don't feel this way. There must be something wrong

BELIEF:

If I let myself feel this emotion, I will become overwhelmed by it.

EMOTION:

anxiety

CONSEQUENCES:

I withdraw and isolate myself so that others don't find out how I feel prevents me from their emotional support

I am harsh and self-critical towards myself

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Instructions. In this exercise, we will examine your basic assumptions about emotions; that is, what emotions mean to you, what it means to express them, and what would happen if you allowed yourself to feel particular emotions. The purpose of this is to uncover any false or misleading beliefs that you have which may be having a negative impact on your well-being. For the purpose of this exercise, choose one particular difficult emotion to work with. Perhaps choose an emotional state you are struggling with at the moment; for instance, you might be feeling anxious about an upcoming event, or regretful about a recent transgression. Write down the emotion you have chosen to work with in the center of the person outlined in the Core Beliefs About Emotions worksheet (see Box 2).

Read through the below list of common false beliefs about emotions and see which resonate most with you. Place a check mark next to those statements that ring true for you. Pay particular attention to those that sound familiar, as these may be thoughts that exist outside your awareness. Please add any personal beliefs that are not listed at the end. Then, write down your core beliefs about emotions in the thought bubbles outlined in the Core Beliefs About Emotions worksheet.

- If I lose control of my emotions in front of others, they will think less of me.
- I should be able to control my emotions.
- If I let myself feel this emotion, I will become overwhelmed by it.
- If I tell others how I feel, they will use it against me.
- If I tell others how I feel, they will think I am weak.
- Other people don't feel this way. There must be something wrong with me.
- Only an immature person would get so emotional.
- I should be able to cope with difficulties on my own without turning to others for support.
- To be acceptable to others, I must keep any difficulties or negative feelings to myself.
- This emotional state is not a normal response; I have to get rid of it.
- A happy person would not feel this way.
- That person responded differently than I did, therefore my emotional reaction is wrong.
- If I let myself feel this pain, it will kill me.
- Letting myself feel bad would mean falling to pieces, being a total mess, or wallowing in self-pity.
- If I show signs of weakness then others will reject me.
- Being an adult means not getting carried away by emotion; I'm supposed to be rational!
- Showing my emotions to others makes me look like a "drama queen."
- I'm stupid for feeling this way. I should just suck it up!
- I should not let myself give in to these feelings.
- Other:_____
- Other:_____
- Other:_____
- Other:_____

Now let's look at what happens as a consequence of holding these beliefs about emotions. What impact do these beliefs have on how you feel, behave, and talk to yourself when faced with this emotion? Write down as many outcomes (positive and negative) as you can think of in the Consequences section of the Core Beliefs About Emotions worksheet (see again Box 2)
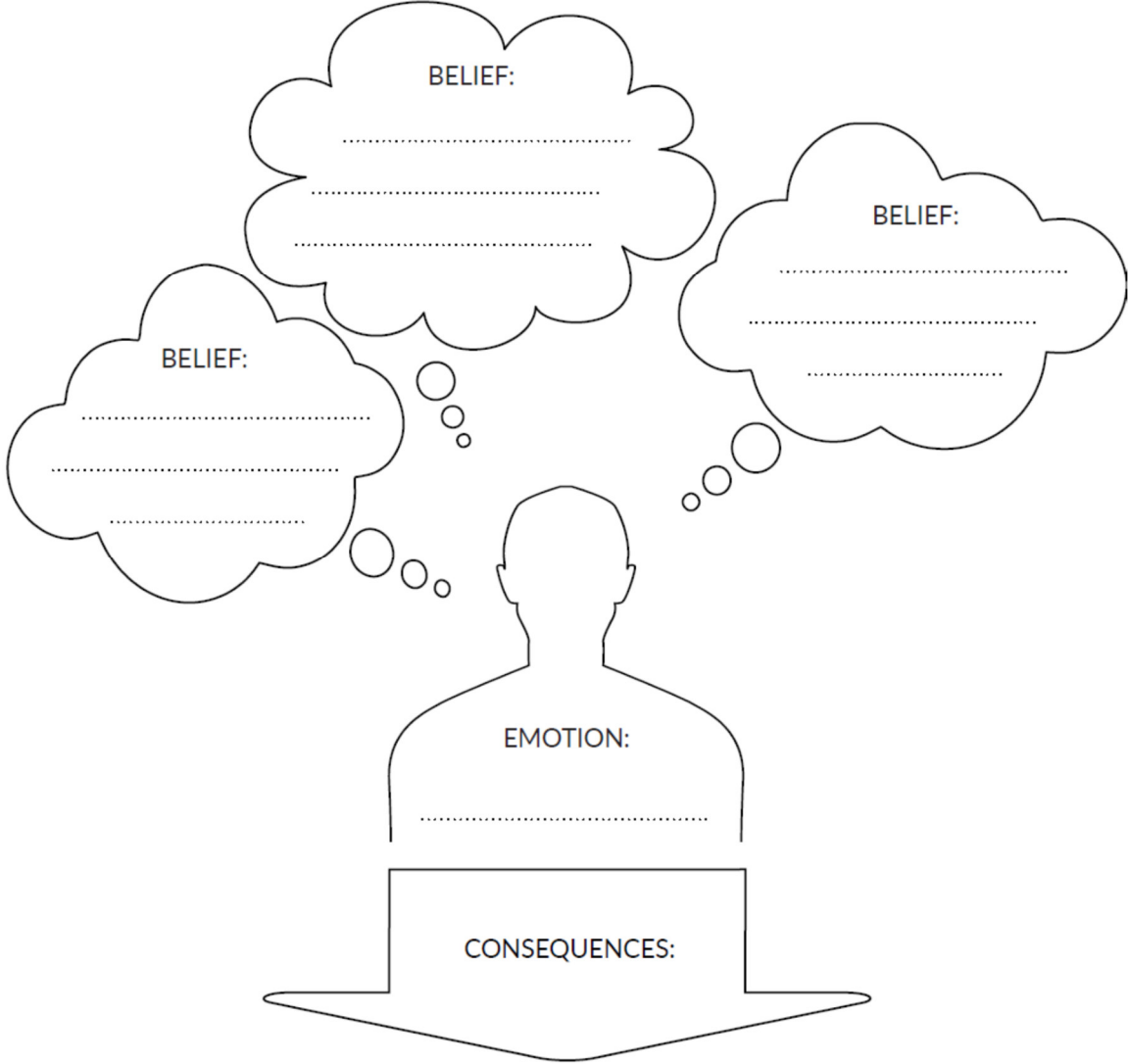
Try to answer the following questions:

➢ Looking at the consequences part of the exercise, how adaptive is it for you to hold such beliefs about your emotions?

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➢ What was easy or difficult about the exercise?
➢ What insights have you gained about your beliefs about emotions?

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Box 2. Core Beliefs About Emotions worksheet (to be completed)

BELIEF:

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BELIEF:

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BELIEF:

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EMOTION:

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CONSEQUENCES:

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9. DESIGNING AND ORGANIZING THE WORK OF PEOPLE

9.1. What is Work/Job Design?

Organizations have strategic goals to achieve. Strategies and many procedural approaches are put into practice regarding the designing of jobs. Therefore, it is vital for managers to take into consideration the organizational goals as well as the personal objectives of the employees. In a very broad sense, work/job design is the process of linking specific tasks to specific jobs and deciding what techniques, equipment, and procedures should be used to perform those tasks [21]. In general, managers try to design jobs to motivate employees to perform well, enjoy their work, and receive the outcomes they deserve. When employees are motivated to work harder, more efficiently, and more creatively and perform their jobs more effectively, organizational effectiveness increases.

From a much more formal perspective, the process of job design has been defined as the specifications of the contents, methods and relationships of the jobs, with the purpose of satisfying the technological and organizational requirements and also the personal and social requirements of the employees [24]. Job design has been defined as the specification of the contents, methods and relationship of jobs in order to satisfy technological and organisational requirements, as well as the social and personal requirements of the job holder [16]. The main purpose of this process is to create a job specification which elicits the intrinsic motivation among the employees and bring their performance to the best of their abilities. For managers and human resource professionals, it is vital to find out how the employees view their work, how best their jobs are designed to lead to well-being of the organization and employees.

Job design has two aims [16]: a) first, to satisfy the requirements of the organisation for productivity, operational efficiency and quality of product or service and b) second, to satisfy the needs of the individual for interest, challenge and accomplishment. Clearly, these aims are interrelated and the overall objective of job design is to integrate the needs of the individual with those of the organisation.

9.2. Core Dimensions of Job Design

Job design is fundamentally affected by the technology of the organisation, the changes that are taking place in that technology and the environment in which the organization operates. Job design has, therefore, to be considered within the context of organisational design, but it must also take into account the following factors [16]:
- ✓ the process of intrinsic motivation;
- ✓ the characteristics of task structure;
- ✓ the motivating characteristics of jobs;
- ✓ the implication of group activities.

The *job characteristics model* (Figure 4) proposed by J. R. Hackman and G. R. Oldham attempted to identify exactly which job characteristics contribute to intrinsically motivating work and what the consequences of these characteristics are. The job characteristics model is one of the most popular approaches to job design. Hackman and Oldham sought to provide a detailed and accurate account of the effects of job design on motivation, performance, job satisfaction, and other important aspects of organizational behavior [21].
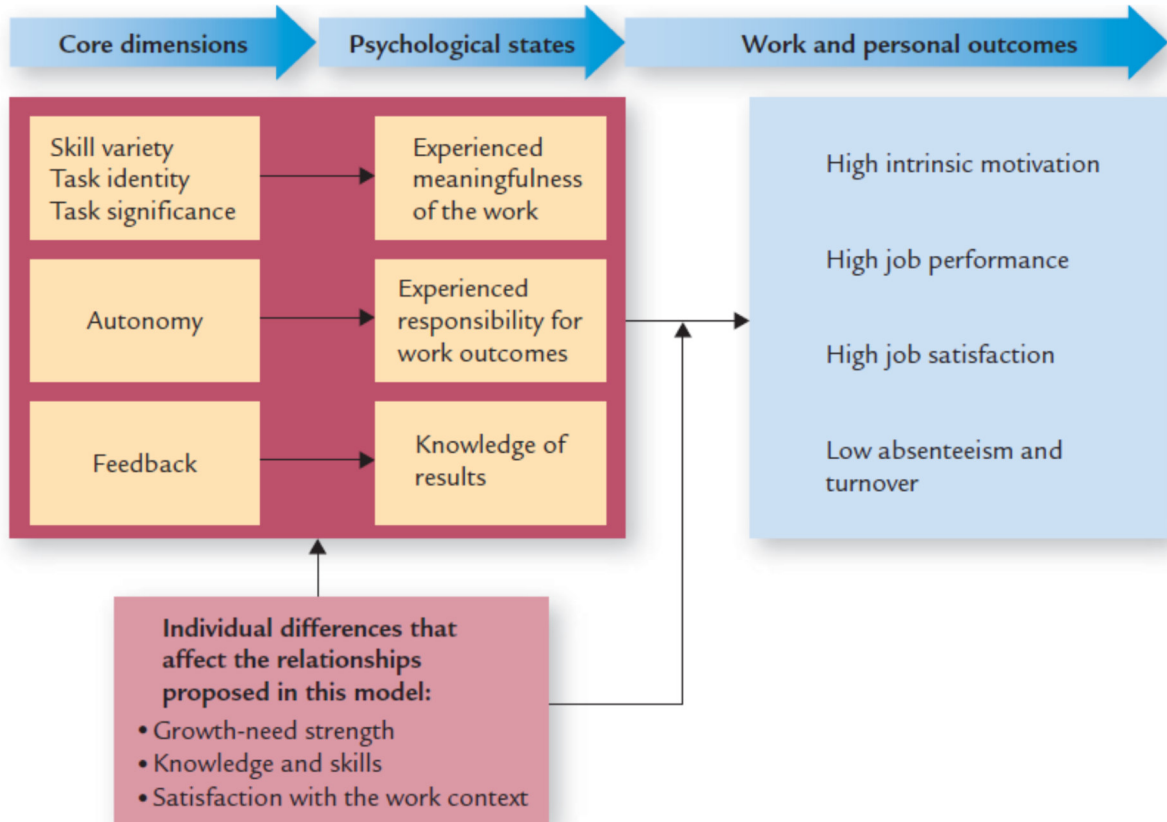
Figure 10. The job characteristics model – Hackman & Oldham [taken from 21]

According to the job characteristics model, any job has five core dimensions that affect intrinsic motivation: skill variety, task identity, task significance, autonomy, and feedback. The higher a job scores on each dimension, the higher the level of intrinsic motivation. The meanings of the five dimensions are [21]:

✓ *skill variety* – the extent to which a job requires an employee to use different skills, abilities, or talents;

✓ *task identity* – the extent to which a job involves performing a whole piece of work from its beginning to its end;

✓ *task significance* – the extent to which a job has an impact on the lives or work of other people in or out of the organization;

✓ *autonomy* – the degree to which a job allows an employee the freedom and independence to schedule work and decide how to carry it out;

✓ *feedback* – the extent to which performing a job provides an employee with clear information about his or her effectiveness.

To measure employees' perceptions of their jobs on each of the core dimension, Hackman and Oldham developed the *Job Diagnostic Survey* (JDS). This measure can be used to identify the core dimensions most in need of redesign in order to increase a job's motivating potential score and, thus, an employee's intrinsic motivation.

Hackman and Oldham proposed that the five core job dimensions contribute to three critical psychological states that determine how employees react to the design of their jobs [21]: experienced meaningfulness of the work, experienced responsibility for work outcomes, and knowledge of results. Hackman and Oldham further proposed that the critical psychological states

result in four key outcomes for employees and their organizations: high intrinsic motivation, high job performance, high job satisfaction, and low absenteeism and turnover.

9.3. Strategies to Improve People's Work

An integrated view suggests that the following motivating characteristics are of prime importance in job design: a) autonomy, discretion, self-control and responsibility; b) variety; c) use of abilities; d) feedback; e) belief that the task is significant [16].

The process of job design must start from an analysis of what work needs to be done – the tasks that have to be carried out if the purpose of the organisation or an organisational unit is to be achieved. This is where the techniques of process planning, system analysis and work study are used to achieve improvement in organisational performance – the first aim of job design [16]. They concentrate on the work to be done, not the worker. They may lead to a high degree of task specialisation ducts. It can also lead to the maximisation of individual responsibility and the opportunity to use personal skills. It is necessary, however, to distinguish between *efficiency* and *effectiveness*. The most efficient method may maximize outputs in relation to inputs in the short run, but it may not be effective in the longer term in that it fails to achieve the overall objectives of the activity. The pursuit of short-term efficiency by imposing the maximum degree of task specialisation may reduce longer-term effectiveness by demotivating job holders and increasing employee turnover and absenteeism.

Job design has to start from work requirements because that is why the job exists – too many writers on job design seem to imply that job design is only concerned with human needs. When the results to be achieved have been determined, it should then be the function of the job designer to consider how the jobs can be set up to provide the maximum degree of intrinsic motivation for those who have to carry them out with a view to improving performance and productivity. Consideration has also to be given to another important aim of job design: to fulfil the social responsibilities of the organisation to the people who work in it by improving the quality of working life, an aim which depends upon both efficiency of performance and satisfaction of the workers [16].

The main approaches to job design are [16]:

✓ *Job rotation* which comprises the movement of employees from one task to another, to reduce monotony by increasing variety.
✓ *Job enlargement* which means combining previously fragmented tasks into one job, again to increase the variety and meaning of repetitive work.
✓ *Job enrichment,* which goes beyond job enlargement to add greater responsibility to a job and is based on the job characteristics approach.
✓ *Empowerment,* which gives people more autonomy in their work.
✓ *Self-managing teams (autonomous work groups)* – these are self-regulating teams who work largely without direct supervision. The philosophy on which this technique is based is a logical extension of job enrichment, but is strongly influenced by socio-technical systems theory.

Of these five techniques, it is generally recognised that, although job rotation and job enlargement have their uses in developing skills and relieving monotony, they do not go to the root of their requirements for intrinsic motivation and for meeting the various motivating characteristics of jobs as described above. These are best satisfied by using, as appropriate, job enrichment, empowerment or autonomous work groups within a quality of working life strategy.

Job enrichment aims to maximise the interest and challenge of work by providing the employee with a job that has the following characteristics [16]:

✓ It is a complete piece of work in the sense that the worker can identify a series of tasks or activities that end in a recognizable and definable product.

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✓ It affords the employee as much variety, decision-making responsibility and control as possible in carrying out work.
✓ It provides direct feedback through the work itself on how well the employee is doing his or her job.

Job enrichment is not just increasing the number or variety of tasks; nor is it the provision of opportunities for job rotation. It is claimed by supporters of job enrichment that these approaches may relieve boredom, but they do not result in positive increases in motivation [16].

Training sessions

✓ SELF-ASSESSMENT: Organizational Design Preference [taken from 9]

Instructions. To the left of each item, write the number from the following scale that shows the extent to which the statement accurately describes their views.

1 = strongly disagree   **2** = disagree somewhat   **3** = undecided   **4** = agree somewhat   **5** = strongly agree

I prefer to work in an organization where:

1. Goals are defined by those in higher levels.
2. Work methods and procedures are specified.
3. Top management makes important decisions.
4. My loyalty counts as much as my ability to do the job.
5. Clear lines of authority and responsibility are established.
6. Top management is decisive and firm.
7. My career is pretty well planned out for me.
8. I can specialize.
9. My length of service is almost as important as my level of performance.
10. Management is able to provide information I need to do my job well.
11. A chain of command is well established.
12. Rules and procedures are adhered to equally by everyone.
13. People accept authority of a leader's position.
14. People are loyal to their boss.
15. People do as they have been instructed.
16. People clear things with their boss before going over his or her head.

Scoring. Total your scores for all questions. Enter the score here [_____].

Interpretation. This assessment measures your preference for working in an organization designed along "organic" or "mechanistic" lines. The higher your score (above 64), the more comfortable you are with the mechanistic design; the lower your score (below 48), the more comfortable you are with an organic design. Scores between 48 and 64 can go either way. This organizational design preference represents an important issue in the new workplace. Indications are that today's organizations are taking on more and more organic characteristics. Presumably those of us who work in them will need to be comfortable with such designs.

✓ STUDY CASE: Motivating employees at Google [taken from 21]

Google is the most popular search engine on the Internet today and earns revenues for one-third of all online advertising in the United States. Its popularity is due, in no small part, to Google Inc.'s steadfast objective to provide the best search results possible to its users and "organize the world's information." Google's organizational objective dictates that users' experiences are paramount.

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Consequently, employees are continually collecting data on what users like and don't like and what will improve that experience. About 20,000 people work at Google, many of them top-notch engineers. Creating algorithms that make searches on Goggle the most efficient in the industry while keeping costs low is a consuming passion for Google's employees (known as Googlers).

Google's founders, Larry Page and Sergey Brin, who met as graduate students in computer science at Stanford University in 1995, collaborated on a search engine called BackRub back in 1996. They continued to work on the search engine from Larry's dorm room, and in 1998, sought funding to found their own company, Google Inc. in Menlo Park, California. The rest has been literal history as Google, now located in the Googleplex in Mountain View, California, has grown at a phenomenal rate. And Google continues to grow. For example, in the first quarter of 2010, Google's revenues were $6.78 billion (a 23 percent increase over the first quarter of 2009) and net income for the quarter increased more than 37 percent over the prior year's quarter to 1.96 billion. Google is a truly global corporation with offices in Europe, Australia, Hong Kong, Japan, Singapore, Taiwan, Latin America, Canada, India, Korea, and the Middle East.

A key ingredient for Google's ongoing success story is the way in which Google creates a motivating work setting for its employees. Fueled by the overarching objective of providing users with the ultimate search, Googlers concentrate on giving users exactly what they want at breakneck speed. To achieve results like these, employees at Google are given the flexibility and autonomy to experiment, take risks, and sometimes fail. They are encouraged to learn from their failures, however, and apply what they've learned to subsequent projects.

Google's engineers are provided with 1 day a week to work on their own projects that they are highly involved with, and new products such as Google News often emerge from these projects. Managers, including founders Page and Brin, believe that good ideas can be found from anyone anywhere in the company and all Googlers are encouraged to come up with the next big idea. Googlers can post proposals for new projects on a mailing list that circulates throughout the company. Top managers have office hours during which employees can drop in, discuss new ideas and projects, and receive feedback. These projects often call on a variety of employee skills. For example, Google's international webmaster in the mid 2000's who came up with the site's holiday logo translated the whole site into Korean and the chief operations engineer at this time was also a neurosurgeon. Engineers collaborate with each other on their projects and with managers.

While Google has grown exponentially since its founding, it still has an aura of an informal, small company where highly motivated Googlers work on projects to achieve organizational objectives of speed and cost-containment, projects that they have the autonomy to pursue and a sense of ownership to have succeed. Marissa Mayer, Vice President of Search Projects & User Experience, is involved in many of these projects and interfaces between engineers with PhDs and managers with MBAs to ensure that the best projects see the light of day. Mayer, whose office with glass walls is purposely located next to the snack area frequented by engineers and programmers, not only holds office hours for Googlers but also is typically at work from 9 A.M. to midnight and available for engineers to stop by and discuss their ideas. Just as speed is essential to Internet searches, so too is it to new product development, according to Mayer. As she puts it, "I like to launch [products] early and often. That has become my mantra." And having such a mantra is motivational for Googlers as they know their ideas will be listened to and heard and what they are doing is important not only for the company but also for users around the globe.

Recently, some engineers at Google have been given even higher levels of autonomy and resources to pursue projects on their own that managers hope will be highly innovative. For example, Lars and Jens Rasmussen are Google employees in Australia who work on Google Maps and also happen to be brothers. A project they were pursing on the side focused on a new kind of communication system that might even be thought of as a replacement or substitute for email and allows for collaboration and communication in real time. Founders Page and Brin and Eric Schmidt, Chairman of the Board and Chief Executive Officer of Google, thought the idea sounded

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interesting, told the brothers to pursue it, and gave them all the resources they needed, including dozens of employees. The Rasmussen's project, Google Wave, was in a limited preview in May 2010.

For this and the many other projects ongoing at Google, engineers, managers, and all employees have the overall objective of "providing the best user experience possible." Given the popularity of Google, this objective is serving Google, its managers and employees, and its users very well.

Try to answer the following questions:

  ➢ How would you characterize engineers' jobs at Google in terms of the job characteristics model?
  ➢ Why are engineers at Google given one day a week to work on their own projects?
  ➢ Why do you think Page, Brin, and Schmidt gave the Rasmussen brothers high levels of autonomy to develop Google Wave?
  ➢ How might Google's overarching objective of providing the best user experience influence the goals engineers set for themselves as they pursue new projects?

10. MANAGING TIME EFFECTIVELY

10.1. Understanding Time Management

Time is one of the most precious resources because: a) whatever we do, we need time; b) time cannot be increased; c) time cannot be bought; d) time cannot be stored and (re)used; e) an individual's success is largely dependent on time. As a key resource, time is extremely important not only at the individual level, but also for organizations. Today, most people are part of an organization. Therefore, how time is used depends on the development of personal skills. This stimulated the emergence of a distinct application branch, namely time management.

Time management is the process of organizing and planning how to divide our time between specific activities (personal or job-related duties). In other words, time management is the ability of a person to use their own time in a productive and efficient way. A good time management enables people to work smarter (not harder) so that we get more done in less time, even when time is tight and day-to-day or professional pressures are high. Failing to manage our time damages our effectiveness and causes psychological stress.

10.2. Why Is Time Management Necessary?

Myths about organizing and using time often prevent us from being effective in our daily activities and create frustration. Here are some of the most common misconceptions about time and its organization:
  ✓ Time planning is a waste of time!
  ✓ I don't have time to organize myself! I'm too busy attending to daily chores and fulfilling my work duties!
  ✓ Too rigorous organization and discipline stifle spontaneity and creativity!
  ✓ My life is completely run by external events! So…what's the point?
  ✓ I use a calendar to plan my meetings and a to-do list! Isn't that enough?
  ✓ I have no limits! I can do whatever I set my mind to do whenever I want!
  ✓ Time management is common sense! I do well in school/at work, so I manage my time just fine!
  ✓ I perform better under time pressure!

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✓ Time planning may be good for certain types of work, but my work is very creative! Routine would kill my creativity!
✓ I have to please everyone!
✓ People take this time issue too seriously! It takes all the fun away!
✓ Unplanned work is specific to geniuses!

Efficient time management is necessary for the following reasons:

✓ it provides us with a proper overview of our tasks;
✓ we follow several things simultaneously (it buys us time);
✓ we prioritize our daily/work tasks/responsibilities and activities;
✓ we reach our goals in a more efficient manner;
✓ we get more time for ourselves, our friends and family;
✓ we delegate (at work);
✓ we reduce mental stress and improve our wellbeing;
✓ we communicate better; we perform better socially;
✓ we improve our work performance and creativity;
✓ we cope better with changes that occur in our life;
✓ we give a sense of balance to our lives;
✓ we improve our quality of life.

10.3. Time "Thieves"

A time "thief" is something or someone that consumes an inordinate amount of time, especially without achieving anything productive. In the context of organizational work, time "thieves" can be divided into two categories: a) *internal* – fatigue, excessive workload, mental stress, perfectionism, disorganization, inability to say "NO", postponement of difficult/unpleasant tasks and indecision, lack of priorities, unfinished tasks, estimation of an unrealistic time budget, technical/administrative problems that are beyond our control, etc.; b) *external* – too frequent/long meetings, frequent telephone interruptions, unexpected visits, TV and Internet (wasted time online), inaccurate, inadequate or delayed information, unclear instructions, confusing authority/responsibility, too frequent meetings (scheduled or unscheduled), lack of clear deadlines, taking over the work/tasks of others, unexpected events/difficulties, etc.

HOW CAN WE ELIMINATE TIME "THIEVES"?

Inability to say NO

✓ Get used to putting your priorities first.
✓ Listen carefully to requests from others and give yourself time to think. Once you have made a commitment, you will seem unreliable if you say to that person that you cannot help them.
✓ Get used to the idea that you cannot please everyone around you.
✓ Decline, give reasons (for example, you can talk about your priorities) and suggest alternatives. The existence of realistic reasons and the expression of regret reduces the risk that the person you refuse will feel offended.
✓ If you cannot find an excuse, be honest. Lack of an excuse is better than a ridiculous excuse or a lie.

Tendency to procrastinate certain tasks

✓ Set achievable goals with the resources you have.

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- ✓ Identify tasks that you would be tempted to postpone or responsibilities that you do not like and that you would like to avoid.
- ✓ Carefully weigh the benefits (both for yourself and others) of carrying out a task *vs.* the effects of procrastination.
- ✓ Divide the tasks you have to perform into as small segments as possible (elephant technique).
- ✓ Focus rather on starting tasks than on completing them. Once you get to work, you will be surprised to find that you like what you do and that you want to finish.
- ✓ Stop saying that you work better under pressure. The cost of postponing a task can be very high.

Perfectionism

- ✓ Consider whether your efforts to perform a task perfectly improve things or may prevent you from completing the task.
- ✓ More realistic expectation could be: "Is it appropriate?" (and not perfect!).
- ✓ Consider the costs/benefits ratio for the extra effort you make when you want to do something perfectly.
- ✓ *Keep in mind the Pareto principle*, which states that for all our outcomes in a day's work, roughly 80% of consequences come from 20% of our efforts. This means that 80% of our efforts generate only 20% of all our outcomes.
- ✓ *Keep this in mind*: it is indeed a virtue to want to accomplish a task very well, but some people want so much to do a thing perfectly that they never finish it.

10.4. Strategies for Better Time Management

A. ORGANIZING

- ✓ Ideally, every night, we should make a to-do list for the following day.
- ✓ At this stage, it is not necessary to plan absolutely all the details. We do not even have to think about what is important to achieve. We can simply write down everything we have to do. We could think about the tasks we have to accomplish or the goals we set for the following 5-7 days.

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✓ At this stage, we can afford imperfections without compromising our goals. Let us not forget that there will be days when we cannot or do not want to do everything we set out to do. If we allow ourselves to be more flexible, we will have more time (and more freedom of movement to compensate for any difficulties).

REMEMBER!

✓ Make a to-do list every day.
✓ Check the things that you have done.
✓ Keep the to-do list in sight (on a magnetic board).
✓ Keep your desk tidy, with no papers on it.
✓ Put a big clock on the wall.
✓ Be aware of the wasted time.
✓ Avoid doing the work of others.
✓ Make no promises on your time.

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B. PRIORITIZATION

- ✓ The next step is to write down our tasks in descending order of priority, in order to do the most important things first (we will place them at the top of our list). Another purpose of prioritization is to keep in mind the dates of the various tasks, projects, meetings, events or exams that we are working on or that we are going to take.
- ✓ We need to consider how important the project, event, or exam on the list is for the success we are pursuing over a longer period of time.
- ✓ A small task (which can be easily accomplished because it will not take us long) is less important than a large-scale project or a final exam.
- ✓ The ability to prioritize the tasks and goals we pursue is gained over time and is very important to achieve efficiency in our work and personal life. No one else can tell us what is most important to us! Therefore, we need to take responsibility for our own actions.

REMEMBER!

- ✓ Prioritization of tasks (which we have to perform at work or in our everyday life) is done according to their importance for our personal purposes and their urgency.
- ✓ Focus on a small (and realistic) number of priorities.
- ✓ Constantly update your priority list as changes occur.
- ✓ Whenever you can, delegate certain (less important but urgent) tasks to others.
- ✓ Remember the Pareto principle: 80% of your important work/tasks are done in 20% of the time that you have every day.

C. PLANNING

- ✓ Once we get the prioritized list of things to do, we can take a look at how, in addition to work and/or school, our schedule could fit other tasks/activities (which cannot be avoided or should be done to make our lives more productive and beautiful).
- ✓ Time planning can be done for several days, not just for the following day.
- ✓ It is useful to have a certain degree of flexibility in the schedule of activities that we have to perform over a specific period of time. Too much ambition can be counterproductive. We can make a reasonable schedule that we can be sure we can follow.

REMEMBER!

- ✓ Keep your schedule flexible.
- ✓ Do not plan ahead every minute of every day. You do not know what unpredictable changes may occur.
- ✓ Take time for breaks, rest, socializing and other activities that may occur.
- ✓ Set realistic deadlines.
- ✓ Establish a daily routine in which to perform various types of activities that do not require much time and energy.
- ✓ Check the things you have done on your agenda. When you look at the remaining tasks, you will feel more confident that you will finish them on time.

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OTHER SUGGESTIONS FOR EFFICIENT TIME MANAGEMENT

- ✓ Do things that require maximum mental focus when you are at the peak of your energy potential. This will help you deal better with your fatigue and stress. Other minor things can be done when your ability to concentrate is lower.
- ✓ Do not postpone important tasks, even if you do not derive pleasure from performing them. Procrastination can block you mentally and reduce your creativity and ability to work. Performing a task does not become easier if we postpone it.
- ✓ Postpone unimportant things. Many of the so-called problems can be solved on their own or by asking for help.
- ✓ Carefully analyze the counterproductive interruptions that occur in your work, especially when you need to focus. Take steps to reduce or eliminate them. For example, you can set times when no one bothers you or you do not answer the phone right away.
- ✓ Schedule your telephone conversations. Jot down what you are going to discuss with your interlocutors or the information you want to know. Whenever possible, avoid prolonging telephone conversations, as they can become tiring and time consuming.
- ✓ Do things one at a time. Keep track of things you have already done, as well as of those you are going to do.
- ✓ Gather your ideas together (for example, using a time manager or diary) and keep track of them so you do not forget them and avoid possible inconveniences.
- ✓ When you start something, strive to finish it. When you are performing several tasks simultaneously, you may lose sight of the overall picture and become inconsistent. Remember! Every time we return to a task we have not completed, we need a warm-up period that takes time and mental effort.
- ✓ Take breaks when you notice that you are (no longer) productive in the work you do. For instance, when the people you need to contact are not available or when the materials you need to complete the task are not ready.
- ✓ Use as well-defined times as possible to discuss/perform routine things/tasks.
- ✓ Group similar activities together to more efficiently manage the time required to complete them.
- ✓ *The 60-40 rule*: plan only 60% of the time available and leave the remaining 40% for unexpected events/situations.
- ✓ Be selective about the tasks you might take on when required to do so. Get used to saying "NO" in an assertive way. Whenever you are asked to help someone or solve a task that is not part of your priorities, you can ask yourself: "Am I the right person to solve this?"
- ✓ Get used to periodically checking how you use your time. For example, you can check your time manager/agenda every few days. Ask yourself if you could not have used your time better to solve the things you had to do.
- ✓ Avoid taking work home, especially if you are not sure that you can do it. It is better to work extra hours at the office and finish what you have to do. When at home, you should enjoy time with your family and also take some time for yourself.
- ✓ Go to bed an hour earlier and wake up earlier in the morning. You will be more rested and you will be able to better focus on planning the day ahead.

✓ SELF-ASSESSMENT: Time Management Profile [41]

Instructions. *Complete the following questionnaire by indicating "Y" (yes) or "N" (no) for each item. Force yourself to respond yes or no. Be frank and allow your responses to create an accurate picture of how you tend to respond to these kinds of situations.*

__1. When confronted with several items of similar urgency and importance, I tend to do the easiest one first.
__2. I do the most important things during that part of the day when I know I perform best.
__3. Most of the time I don't do things someone else can do; I delegate this type of work to others.
__4. Even though meetings without a clear and useful purpose upset me, I put up with them.
__5. I skim documents before reading them and don't complete any that offer a low return of my time
    investment.
__6. I don't worry much if I don't accomplish at least one significant task each day.
__7. I save the most trivial tasks for that time of day when my creative energy is lowest.
__8. My workplace is neat and organized.
__9. My office door is always "open"; I never work in complete privacy.
__10. I schedule my time completely from start to finish every workday.
__11. I don't like "to do" lists, preferring to respond to daily events as they occur.
__12. I "block" a certain amount of time each day or week that is dedicated to high priority activities.

Scoring. Count the number of "Y" responses to items 2, 3, 5, 7, 8, 12 [Enter that score here_____]. Count the number of "N" responses to items 1, 4, 6, 9, 10, 11 [Enter the score here_____]. Add together the two scores.

Interpretation. The higher the total score, the closer your behavior matches recommended time management guidelines. Reread those items where your response did not match the desired one. Why don't they match? DO you have reasons why your behavior in this instance should be different from the recommended time management guideline? Think about what you can do (and how easily it can be done) to adjust your behavior to be more consistent with these guidelines.

✓ SELF-ASSESSMENT: Check how you organize your time

Instructions. *Please, answer the following questionnaire in order to check how you organize your time. To get a mark, you just have to follow the instructions below the table.*

SENTENCES	*Often*	*Sometimes*	*Rarely*
1. Do you prepare every day a "to-do" list?			
2. Do you point priorities within the "to-do" list according to the profit you get from them?			
3. Do you usually complete the list by doing all tasks?			
4. Do you usually work on a clean and organized desk?			
5. Do you have a place for everything and usually put things on it?			
6. Do you avoid interruptions effectively?			
7. Do you easily find what you look for in documents and folders?			

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8. Are you assertive when you need it?			
9. Do you stablish certain daily time for you to work with no interruptions?			
10. Do you try to solve the problems before they arise instead of solving them when they are on?			
11. Do you prepare for the deadlines enough time in advance?			
12. Do you arrive on time to work, to meetings or to any othe event that you must attend?			
13. Do you delegate effectively responsibilities to your subordinates?			
14. After being interrupted, can you resume with your work with the same rythm?			
15. Do you do every day something to approach to your long-term objectives?			
16. Can you relax during your free time, forgetting about your job?			
17. Do people know what is the best time to be with you?			
18. Do you do the most important job in the hours when you feel strongest?			
19. Can some other people take charge of what you do if you are out of place?			
20. Do you usually solve questions just managing them once?			

Scoring and interpretation. Add 5 points every time you point "often" to a question. Add 2.5 points when you point "sometimes" and 0 points every time you point "rarely". According to that, if you get total:

- Between 81 and 100 points: you are a very good time manager who controls most of situation.
- Between 61 and 80, you are sometimes a good manager of time. You should try to improve the strategies that you use when managing time.
- Between 41 and 61: You are not doing well. Circumstances many times overwhelm you. You must start using strategies to manage time better.
- Between 21 to 40: you have a problem with your management. You need to learn how to manage your time. Your life could work better if your learn how to use your time for that.
- Between 0 and 20 points: you must be feeling bad because of your time management. Maybe you don't even realize that things can improve, but things can. You must stop everything and reorganize your life.

✓ PRACTICAL EXERCISE: Our Beliefs About Time

Instructions. *In this exercise, we must work initially on our own and wonder if the following questions are true (T) or false (F). Later we should try to get to an agreement with other people about what to answer.*

POSSIBLE BELIEFS ABOUT TIME MANAGEMENT	T	F
1. Time management is mainly a question of working quickly		
2. Those who focus on working efficiently are the most effective ones.		
3. Good time management means being able to work on different activities at the same time.		
4. Doing different things at the same time guarantees a better use of time.		
5. My job implies working with people, and as people are important, I can't stablish		

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priorities.		
6. Most people have excess of work because of their position requirements.		
7. You cannot always work depending on priorities.		
8. Most activities don't need to be planned.		
9. We are usually aware of what we spend our time on, and what the reasons to waste time are.		
10. Managing time well means to work like a robot.		
11. As a boss, it is good for me to leave my job late.		
12. Best collaborators are those who leave their job the latest.		
13. Most people can solve their problems just working more.		
14. Busiest and most active people are the ones who get the best results.		
15. People with biggest responsibilites must work more to set an example for others.		
16. My sense of responsibility makes me be always available for those who need me.		
17. Quality of decisions could improve if we made them with more time.		
18. To do things by yourself saves time.		
19. Urgent issues must be first.		
20. It is important to manage issues just once.		

✓ PRACTICAL EXERCISE: Identification of time "thieves"

Instructions. *The following list includes some relevant thieves of time. Put a mark on the right of those that you think are the ones that affect you most and write down some others that you are suffering and don't appear on the list.*

POSSIBLE TIME "THIEVES"	Yes	No
Badly defined objectives		
Too much confidence in improvisation		
Routine work (difficult to concentrate)		
Bureaucracy		
Lack of planning		
Procrastination		
Perfectionism		
Inaccuracy and errors		
Lack of motivation		
Bad decision-making system		
Unconsciousness		
Lack of self-knowledge		
Shortage of resources		
Bad work from collaborators		
Bad phone calls management		
Bad use of technology		
Too many interruptions when doing a task		
Excess of visits		
Unproductive meetings		
Long trips		
No rest enough before working		
Nervousness		
Excess of social qctivity		

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Excess of professional activity		
Not well-stablished priorities		
Excess of tasks to develop		
Unpunctuality		
Delayed work		
Unrealistic expectations		
Indiscipline		
Lack of assertiveness		
Lack of information		
Failures in communication		
Bad breaks management		
Uncomfortable environment		
Bad emails management		
Failures of machinery		
Bad delegation among team members		
Too many Internet distractions		
-		
-		
-		
-		

From the list of time "thieves", choose five that affect you the most in descending order of their importance.

1.	
2.	
3.	
4.	
5.	

Now, think how you could to solve the problems caused by the time "thieves".

1.- TIME THIEF Nr 1
2.- TIME THIEF Nr 2
3.- TIME THIEF Nr 3
4.- TIME THIEF Nr 4

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5.- TIME THIEF Nr 5

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